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ABSTRACT

This document presents the University of Nevada System comprehensive plan for 1974-1979. Emphasis is placed on goals and objectives of state-supported higher education in Nevada; organization of the system and its major divisions; higher education issues and problems in Nevada in the 1970s; comparative analysis with other systems; a descriptive analysis of the University of Nevada system from July 1, 1968 to December 1974; and nonpublic postsecondary education in Nevada. Statistical data and a bibliography are included. (HJM)

UNIVERSITY OF NEVADA SYSTEM

COMPREHENSIVE PLAN

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Coordination of this planning project was undertaken by Dr. John W. Malone, Jr. during the academic year 1973-74. Dr. Malone was Acting Director of Program Planning, Office of the Chancellor, while on leave from his regular assignment as Chairman, Department of Agricultural and Resource Economics, Max C. Fleischmann College of Agriculture, University of Nevada, Reno. The project was completed under the direction of Dr. Owen Albert Knorr, who became Director of Program Planning July, 1974.

Statistical data and projections were provided by Mr. K. Donald Jessup, Director of Institutional Studies and Budget, Office of the Chancellor. Mr. Dale Pellman, Graduate Assistant to Dr. Malone and Dr. Knorr, did much of the research and analytical work.

Each Division President was responsible for development of material for his area. In each Division, certain staff were delegated responsibility for coordination of that Division's efforts; they were Dr. Paul Aizley, Administrative Assistant to the President, University of Nevada, Las Vegas; Dr. Brock Dixon, Vice President for Administration, University of Nevada, Las Vegas; Dr. Ralph A. Irwin, Administrative Vice President, University of Nevada, Reno; Dr. James T. Anderson, Vice President for Academic Affairs, University of Nevada, Reno; Dr. Robert M. Gorrell, Dean of the College of Letters and Science, University of Nevada, Reno; Mr. Leon H. Van Doren, Administrative Assistant to the President, Community College Division; Mr. John R. Doherty, Assistant to the

President, Desert Research Institute; and Mr. Mark H. Dawson,
Business Manager, Desert Research Institute.

Sincere appreciation is expressed to all of those involved
in the preparation of this planning document.

Neil D. Humphrey
Chancellor

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I. INTRODUCTION

BACKGROUND

In 1969, the University of Nevada launched the first of its ten-year System-wide comprehensive plans entitled *Charting a Course for the University of Nevada System*. It was a response to the request of the Legislature for periodic reports from the Board of Regents on their plans for serving the future higher educational needs of the State of Nevada. This was followed by biennial revisions in 1971 and 1973 as required by the Nevada Revised Statutes.

Recognizing the difficulty of planning in ten-year increments, in 1973 the Board of Regents requested that the statute be amended to call for a four-year cycle. The Legislature agreed, and by means of Chapter 250, 1973 Statutes of Nevada, changed the planning cycle to four years.

The present document is the first in the series of System-wide Plans to be cast in terms of two biennia. The Comprehensive Plan will continue to be updated every two years for the succeeding four-year periods.

CONSTITUTIONAL BASIS AND FUNCTIONS

The Nevada Constitution, Article 11, Sections 1 and 4, assumes responsibility on the part of the state and its citizens for the development and promotion of education, with Section 4 alluding specifically to higher education.

Article 11, Section 1

Legislature to encourage education; . . .

The legislature shall encourage by all suitable means the promotion of intellectual, literary, scientific, mining, mechanical, agricultural, and moral improvements

Article 11, Section 4

Establishment of state university; control by Board of Regents.

The legislature shall provide for the establishment of a State University which shall embrace departments for Agriculture, Mechanic Arts, and Mining to be controlled by a Board of Regents whose duties shall be prescribed by law.

FEDERAL BASIS AND FUNCTIONS

At the federal level, the Morrill-Nelson Land Grant Act stated, in part, that

1) The State shall endow, support, and maintain at least one college where the leading object shall be, without excluding other scientific and classical studies and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislature of the State may prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life.

.

3) Agricultural Experiment Stations will be established and cooperative extension work conducted in agriculture and home economics.

In summary, it is clear that a major function of higher education in the State of Nevada is to provide the opportunity for all of its citizens to develop their intellect to the fullest extent. In doing so, higher education helps to furnish the state with skilled personnel in government, industry, and the professions. Many of the leaders of the state are products of Nevada's system of higher education, and the physical facilities of the System serve as cultural centers in various parts of the State. In sum,

the System is committed to the furtherance of social, economic, and cultural development in the state through its teaching, research, and public service programs.

HISTORICAL DEVELOPMENT

Public higher education in Nevada was established essentially in the same manner as in many other states. Public institutions were developed in part from initial fundings through grants of land to each state by the federal government. These lands were sold to establish funds which were earmarked for public institutions of higher education. They were to offer training in agriculture and mechanic arts as well as education in the classics and liberal arts. Senator Justin Morrill from Vermont was primarily responsible for passage of the Land Grant Act which provided the funds for public institutions of higher education in the state. President Lincoln signed the legislation in 1862.

The University of Nevada was founded in Elko, Nevada, in 1874 as the state's land grant public institution of higher education. In 1887 it was relocated in Reno. As the state developed during the first half of the twentieth century, the demand for higher education facilities increased. A branch campus of the University of Nevada was established in Las Vegas in 1955 and was later named Nevada Southern University. The institution developed a four-year Baccalaureate program with graduate offerings in 1963.

The Desert Research Institute was established in 1959 and was authorized as an educational and scientific research division of the University ten years later.

In 1967 the community college concept was established in

Nevada with the opening of the first public community college in Elko, Nevada. The Board of Regents was charged by the State Legislature in 1969 with the responsibility for developing and administering the community colleges in Nevada.

An administrative reorganization of Nevada higher education established the University of Nevada *System* in 1969. Four divisions comprise the System: University of Nevada, Reno; University of Nevada, Las Vegas; Community College Division; and Desert Research Institute. In the Community College Division, Western Nevada Community College and Clark County Community College were established in 1971. Elko Community College was renamed Northern Nevada Community College.

PREVIOUS STUDIES

Higher education in Nevada has been the subject of several studies and planning task forces. Some of the major efforts during the past ten years are reviewed briefly here.

In 1966, an Educational Planning Committee composed of University of Nevada faculty was established and charged with identifying immediate and long-range needs of the University. The report was issued in December 1967 and presented as an information item to the Board of Regents in January 1968. It specified the nature, function, and goals of the University. The major areas addressed in the report included proposed new programs at the Associate, Baccalaureate, Master's and Ph.D. levels. Proposed new colleges and schools (medicine, law, honors) were also discussed and ten-year projections of faculty and student growth presented.

In 1967, a developmental plan for Nevada Southern University for the period 1968-78 was submitted to the Board of Regents for informational purposes. A major finding of the report was of the need for a full-fledged and full-scale university in Las Vegas which Nevada Southern University may and should become. Projections of student enrollment, need for faculty, and operating costs for the ten-year period were included.

In February 1968, the 13th Special Session of the Nevada Legislature approved A.B. 22 which established a pilot project for community colleges and instructed the State Department of Education to study and recommend to the 55th Session of the Nevada Legislature . . . a feasibility study for creating throughout the state or in suitable areas thereof . . . area community colleges. A report was presented in December 1968. Alternative plans for potential operation of community colleges in the state of Nevada were contained in the report.

Also in 1968, a study was conducted relative to the feasibility of implementing a medical education program at the University of Nevada, Reno. In essence, the study evaluated the advantages and disadvantages of a four-year medical school and recommended a Health Sciences program (a two-year medical school or school of basic medical science) designed to help meet Nevada's health manpower requirements.

The University of Nevada, in January 1969, presented a ten-year budget for the period July 1969-June 1979 entitled *Charting a Course for the University of Nevada System*. The budget and planning activity was in response to Chapter 396.505 NRS and the

realization that planning for growth and quality higher education in Nevada was essential if the needs of Nevada citizens were to be met in the future. This legislation was directed to the University of Nevada System and charged the Board of Regents to prepare and submit to the legislature a comprehensive plan covering a period of ten years. The plan included goals, proposed degree programs, projection of enrollments and costs, revenues, and physical facilities associated with continuation of the existing and proposed programs.

Meanwhile, the state legislature had established the Nevada Higher Education Advisory Committee for the purpose of conducting a study of higher education in Nevada. In December 1968, the Committee published Part I of a ten-year plan for attaining certain long-range goals of the University of Nevada System which summarized the Committee's recommendations and findings. Part II of the plan was published in December 1970 and presented more detailed analyses related to the recommendations and findings, and presented projections of Nevada's population, student enrollment, and costs and revenues related to higher education in Nevada through 1980. The major recommendation of the 1968 report was the establishment of continuous long-range planning with periodic evaluation and with provisions for flexibility in the planning process.

Another study pertaining to an integral part of the university system was adopted by the Board of Regents in January 1971. The Community College Division of the University System published a plan for Nevada community colleges. The plan included the

philosophy and functions of community colleges in Nevada, programs, enrollment projections, admissions standards, site criteria, and costs and revenues.

The Board of Regents approved a plan for the 1970's for higher education in Nevada in January 1971. The plan was approved for submission to the 56th Session of the Nevada State Legislature in compliance with NRS 396.505. Briefly, comprehensive plans for the respective periods July 1969 through June 1974 and from July 1974 through June 1979 were to be prepared. New programs, expansion of existing programs, costs of programs, and sources of money available for such programs other than legislative appropriation were to be listed. The Board of Regents was instructed to bring each plan up to date biennially for the ensuing and next succeeding five-year periods respectively.

Finally, in July 1974, a feasibility study concerning a law school at the University of Nevada, Las Vegas was conducted. The study recommended . . . *that the University of Nevada, Las Vegas, at once begin establishment of a first rank full dimension law school - - - but only if the University and the people of the state are prepared to provide the necessary level of financial support for a law school of this quality*

These, then, have been the major studies and reports concerning higher and professional education in Nevada.

THE UNIVERSITY OF NEVADA SYSTEM
COMPREHENSIVE PLAN 1975-79

The current plan is a response to Chapter 250, 1973 Statutes of Nevada, which amended NRS 306.505. The amendment shortens the

coverage of comprehensive plans of the University of Nevada System. It requests the Board of Regents to prepare and submit a comprehensive plan covering successive periods of four years rather than ten years, with biennial revisions. The current plan shall be presented initially to the Legislature on or before February 1, 1975, to cover the four-year period commencing on July 1, 1975, and is expected to provide a framework and sufficient information to bear upon the future direction of the System in the light of specified goals, objectives, and programs.

IMPLEMENTATION OF THE PLAN

All too often, a plan is developed with the expenditure of a considerable amount of financial and human resources, submitted to a requesting authority, and, as an end in itself, finally laid to rest. A plan, to be useful, must be operational. It is the intention of the University to avoid shelving this document and to use it to guide the future course of the System.

PERIODIC EVALUATION

Planning should be a continuous ongoing process and should afford those operating within its structure the opportunity for flexibility in educational programming. Also, if the comprehensive plan is to be an effective instrument, periodic evaluation is in order. Basic data, goals, objectives, programs, and recommendations should be reviewed and tested for accomplishments within the planning framework, and any changes in direction of the plan and delays encountered in implementing any elements of the plan should receive close attention. Such a process will help

assure that the comprehensive plan is indeed an operational instrument subject to periodic evaluation and updating.

II. GOALS AND OBJECTIVES OF STATE-SUPPORTED
HIGHER EDUCATION IN NEVADA:
THE UNIVERSITY OF NEVADA SYSTEM

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Much of the great expansion of American higher education in the 1950's and 1960's was characterized by a minimum of planning caused by the urgency of accommodating the flood of students. Hence, higher education's goals and objectives during those years tended to be nothing more than the response to crisis questions such as *Where do we put them all? How do we deal with quantity without losing quality?*

As enrollment pressures ease during the 1970's, the University of Nevada has a unique opportunity to do a better job of planning than was typical of the past. One of the first steps in the planning process, after determining where we are, is to decide where we are going (goals) and how we are going to get there (objectives and programs).

In this section of the Comprehensive Plan, the major organized units of the University have developed statements of their broad educational and long-range purposes (goals) and the specific directions (objectives) to be pursued to satisfy these goals.

It is the intention of the University, in connection with each biennial revision of the Comprehensive Plan, to evaluate the progress made in achieving its objectives and satisfying its goals.

THE UNIVERSITY OF NEVADA SYSTEM

GOALS

The goals of the University of Nevada System are as follows:

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- 1) To provide all public programs of postsecondary instruction in Nevada.
- 2) To sponsor and undertake those programs of basic and applied research which complement the programs of instruction and which contribute to the realization of the State's cultural, economic and social development.
- 3) To sponsor and conduct continuing programs of public service for the citizens of the State.

OBJECTIVES

In order to achieve these goals, the University of Nevada System has the following objectives:

- 1) To provide an environment conducive to the freedom of inquiry.
- 2) To secure resources adequate to accomplish its goals.
- 3) To utilize effectively and economically the resources received, in order to maximize goal achievement.
- 4) To divide its activities among such administrative divisions and units as determined appropriate for the accomplishment of its goals.

The Chancellor's Office

Goals

The goal of the Chancellor's Office is to administer the University of Nevada System and to implement the policies of the Board of Regents.

Objectives

In order to achieve this goal, the Chancellor's Office has the following objectives:

- 1) To promote a sound plan of organization, in concert with the Presidents, to insure administrative efficiency, maximum utilization of resources, and cooperation among the divisions.
- 2) To coordinate the preparation of all operating and capital budgets and System planning documents for Board review.
- 3) To be the official representative of the Board of Regents to the Legislature and to coordinate the presentation and advocacy of all University matters with the Governor and before the Legislature and its committees.
- 4) To encourage and coordinate the solicitation of grants, contracts, and gifts from individuals, foundations, corporations and the federal government.
- 5) To serve as contracting officer for the Board of Regents except for division professional personnel.
- 6) To serve as Treasurer of the University and to provide for internal and independent audits.
- 7) To review the execution of all budgets to insure that the intent of the Board of Regents and the Legislature has been carried out.
- 8) To coordinate the preparation of the agenda of all meetings of the Board of Regents.
- 9) To be responsible for official communications on behalf of the Board of Regents, excepting personnel actions of the divisions.

10) To be the principal spokesman for the University of Nevada System and to represent the System before the Board of Regents and all other appropriate bodies.

11) To review the salary, benefits and conditions of employment of the Presidents and make recommendations to the Board concerning these matters.

12) To be the appointing authority for all professional personnel not assigned to a division and to take final action, or recommend action to the Board of Regents, on personnel matters in conformity with the *Code*.

13) To perform such additional duties as the Board may direct.

In order to accomplish the stated objectives and attain its goal, the Chancellor's Office has the following programs or activities:

1) An institutional studies and budget unit responsible for collection and interpretation of management information used to facilitate decision-making at all levels of administration within the System. This includes, but is not necessarily limited to, data concerning enrollment, faculty workload, faculty compensation, and normative data from other institutions. This unit also coordinates the preparation of biennial operating budget requests, annual work programs, estimative budgets and the adjustment or amendment of such work programs and budgets. It also coordinates the equal opportunity and affirmative action programs for the Office of the Chancellor and the special units and is responsible for development and coordination of personnel data systems.

2) A program planning unit responsible for the review of

existing and proposed programs of instruction, research and public service prior to Board of Regents' action concerning initiation, change or termination of such programs. This unit also coordinates the preparation of a four-year plan which is presented biennially to the Governor and the Legislature.

3) An internal audit unit responsible for analysis and recommendations concerning the adequacy of financial records and internal accounting controls. This unit is also responsible for management of the System insurance program (excepting personnel insurance policies arranged for either by faculty committees or by a State agency), coordination of revenue bond sales and records, collateral agreements with banks, and coordination of endowment records and liaison with bank trust departments involved in endowment fund management.

4) An architect-facility planning unit responsible for the coordination of capital improvement planning, programming and budgeting. This unit prepares the four-year capital improvement program presented biennially to the State Public Works Board, the Governor, and the Legislature and serves as liaison with the divisions, the State Public Works Board, and the project architects.

5) A personnel relations unit responsible for the review and coordination of professional personnel policies and programs which affect two or more divisions. This unit is also responsible for the preparation and planning for, and conduct of, collective bargaining activities involving the University System and any union that represents or seeks to represent any group of University

employees. Should collective bargaining materialize, this unit would be responsible for coordination of negotiations and contract administration.

6) An information unit responsible for UNS press relations coordination and, specifically, the press relations of the Board of Regents and the Chancellor's Office. This unit also coordinates preparation of publications of the Chancellor's Office.

7) An administrative services unit responsible for Board of Regents' secretariat functions (agenda coordination, minutes, records, seal custodian, etc.), codification of Board policies, maintenance of *Board of Regents Handbook*, office management, contract control, and editing of Chancellor's Office reports.

University of Nevada, Reno

The University of Nevada in Reno is attempting to plan for development of those functions for which it is particularly suited because of its existing facilities and traditions, and especially of those functions required of the University because of its status as a land-grant institution. The University therefore must plan to offer opportunities for higher education to qualified applicants of any race, sex, or social status, in general education and also in various specialized studies, including those required of a land-grant institution. Because of the development of new divisions of the University of Nevada System, and of the need to avoid costly duplication of programs and facilities, the University of Nevada, Reno, needs to plan for some shift in emphases in the next four years. For example, UNR can anticipate

continuation of its lower-division program but also an increasing emphasis on its upper-division, graduate, and professional programs. Because of this shift in emphasis, total enrollments may increase less dramatically at UNR than in other divisions of the System, but costs of education per student will increase more rapidly because of the concentration at UNR on the most expensive sorts of education.

Goals

Broad goals of the University will not alter significantly during the next four years. The University will continue to strive for quality programs, capitalizing on its relatively small size, to meet the responsibilities of education to society and the responsibilities delegated to it by the University of Nevada System and assigned to a land-grant university. These goals include the promotion of (1) quality instructional programs, (2) outstanding research, scholarship, and creative work, and (3) public services directed to the needs of a growing state.

1. Instruction

General Education -- To continue to provide broad study in the humanities and sciences to prepare students for responsible citizenship, for leadership, for creativity, for social adjustment, and for further specialized training.

Professional Education -- To continue and strengthen programs offering specific preparation for professions.

Graduate Education -- To strengthen and adjust graduate programs, to contribute significantly to human knowledge, and to meet society's increasing demand for advanced education.

Continuing Education -- To provide improved and more extensive opportunities for continuing education.

2. *Research, Scholarship, Creative Work*

Individual Work -- To encourage individual research and creative work for its value to society and also as professional development essential to outstanding instruction, especially as an integral part of the graduate program.

Organized Research -- To continue to encourage and develop special programs for organized research.

3. *Public Services*

Informational Services -- Recognizing the responsibilities of the University as a land-grant institution, to continue to provide off-campus centers and other informational services to assist Nevada citizens.

Availability of Services -- To keep University facilities, programs, centers, and professional staff readily and easily available for the entire community.

Community Affairs -- To encourage University personnel to participate in community affairs.

Objectives

The major objective of the University will be to work toward improvement of the quality of the services required to meet the above goals. More specific objectives include the following:

1) Through the faculty and the administration to evaluate existing programs and services with a view to determining which need strengthening or adjustment to new responsibilities and to reallocating resources when appropriate.

2) To explore possibilities for improving instruction through new educational techniques and improved utilization of staff.

3) To continue to seek ways of improving faculty quality and productivity.

4) Recognizing the University's major responsibility for the state's graduate study, to seek additional support for individual research, scholarship, and creative work, and to encourage proposals for outside funding of research projects.

5) To continue building the University of Nevada Library as a support for undergraduate study and instruction and as a collection of material necessary for graduate instruction and advanced research.

6) To seek ways of improving the efficiency and adequacy of the University's physical facilities.

7) To promote closer University-community relations by improving University services and seeking improved communication between the University and the state.

8) To continue to promote cooperation among faculty, administration, and the UN System in developing accurate and realistic procedures for budgeting and for work-program allocation of resources, including reconsideration of any budgeting formulae to make them more nearly appropriate to the particular responsibilities of the University.

9) To continue development of improved student services, with particular attention to educational advisement, especially for nondegree students; to extending financial aids for students

and facilitating procedures for application, and adjusting housing arrangements to practical needs.

10) To reconsider admission and graduation requirements in the light of the special responsibilities for higher education assigned to the University.

11) To make a vigorous effort to seek private funds for scholarships, faculty upgrading and expansion, and development of the physical plant.

University of Nevada, Las Vegas

Goals

The goals of the University of Nevada, Las Vegas are:

1) To transmit human culture and its accumulated knowledge through formal teaching;

2) To generate new knowledge through research and artistic creation; and

3) To provide specific services to the supporting society.

More specifically, these goals are to be achieved by:

1) Providing modern liberal and professional education and training at both undergraduate and graduate levels in the basic academic disciplines and selected fields of applied practice;

2) Pursuing research, publication, and artistic activities within the academic departments and programs;

3) Providing a cultural focus for the Las Vegas community;

4) Offering a wide range of opportunities for continuing their education to all kinds of people -- those who want to pursue degrees and those who seek knowledge without regard to academic credit;

- 5) Challenging students intellectually;
- 6) Helping to prepare students with instruction and counseling for lives which will be satisfying in terms of their own personal goals whether in useful careers, advanced study, or in something more personal and less conventional;
- 7) Presenting ideals of scholarship, objectivity, taste, and social and personal responsibility, and suggesting ways of attaining these ideals; and
- 8) Maintaining, in the face of the depersonalizing influences of our time and of our own institutional growth, some earlier ideals with respect to significant teacher/student relationships and mutually supportive efforts in a common cause.

Objectives

In support of these goals the University seeks the following objectives:

- 1) To continue to plan for and to implement the Board-approved policy with respect to the establishment of a program in architecture, and urban and environmental design;
- 2) To continue to plan for the expansion of the library in order to achieve and maintain the approved space standards for a university library;
- 3) To implement the Board-approved program leading to the doctorate in education;
- 4) To maintain effective liaison between the University and construction authorities during the remainder of the planning process and construction of the Life Science Building;
- 5) To maintain effective liaison between the University and

construction authorities in the planning and ultimately the construction and use of the Artemus Ham Concert Hall;

6) To maintain effective liaison between the Public Works Board and contractors in the implementation of the campus improvement projects which have been approved;

7) To provide space for a bookstore adequate to the educational and intellectual needs of the university community;

8) To implement the plan for a Bureau of Business and Economic Research which will serve the needs of this metropolitan area and the state at large;

9) To plan and ultimately to seek specialized accreditation for the College of Business and Economics;

10) To continue planning the next phases of the professional schools complex;

11) To consider the University Student Personnel Services in terms of the changing times in a continuing effort to develop a student personnel program which fits the character of the urban commuting institution;

12) To plan to relieve the University of its commitment to the dormitory business, and to seek proper and justifiable alternatives for uses for Tonopah Hall;

13) To maintain the relatively flexible admission policy of the University by careful attention to the matter of articulation with the community colleges, the operations of the Admissions Office, and the operation of the University College as it seeks to ameliorate the problems of students as they move from high school to the university; .

14) To monitor the nationwide movement towards external degrees in an effort to ascertain if this movement represents a fad or, more importantly, a trend, and by means of experimental approaches, develop experience which would be useful in the event of a decision to develop an external degree program;

15) To increase equal opportunity, academic freedom, and academic due process for all races, ethnic groups and sexes by improving hearing and appellate procedures, and by strengthening the office of the equal opportunity coordinator;

16) To expand educational opportunity by planning for and ultimately establishing a school of law in accordance with Regental and legislative mandates;

17) To provide for the periodic re-examination of the total academic program in an effort to discontinue where possible and add where needed, in order to plan for and adjust the institution to the changing needs of the society which it serves;

18) To manage the public trust of money and material things in accordance with sound public policy and the directions of higher authority, and, more specifically, to implement fully a new system of inventory control, improve the policies and processes for the collection of student accounts, computerize certain Business Office procedures, develop the function of institutional self-study, and implement various new procedures which will facilitate the efficiency and operations of the University as a whole;

19) To make a comprehensive institutional study on the evaluation of faculty and of faculty development;

20) To continue the effort to obtain travel and research funds in order to achieve for the faculty a continuous state of professional involvement and development.

Community College Division

Goals

The goals of the Community College Division are as follows:

1) To provide postsecondary instruction in Nevada in the following areas:

- A) Occupational Education Programs
- B) University Parallel Courses and Programs
- C) Community Service Programs
- D) Development Education Programs
- E) Comprehensive Counseling and Guidance Programs

These courses and programs will provide postsecondary educational opportunity to Nevada residents through the

- A) Associate of Applied Science Degree
- B) Associate of Arts Degree
- C) Associate of General Studies Degree
- D) Certificate of Achievement

2) To coordinate and develop these programs in each of the counties served by the three Division campus operations, to maximize local resources to utilize the community's educational potential, while also acknowledging that campus residency for a limited period of time is essential for proper completion of a student's educational program.

Objectives

In order to achieve these goals, the Community College Division has the following objectives:

- 1) To provide a program environment where freedom of inquiry and opportunity to learn are maximized.
- 2) To utilize economically and efficiently the resources received to achieve the goals as outlined.
- 3) To delegate those administrative responsibilities to Division campus units as will be necessary to provide for program continuity.

*Desert Research Institute**Goals*

The goals of the Desert Research Institute are prescribed by law in the enabling legislation establishing the Institute, NRS 396.7591:

- 1) To foster and to conduct fundamental scientific, economic, social or educational investigations, and applied research for industry, governmental or private agencies, or individuals;
- 2) To encourage and foster a desire for research on the part of students and faculty;
- 3) To discover and develop research talent;
- 4) To acquire and disseminate knowledge related to the projects undertaken; and
- 5) In general, to promote all research objectives of the University of Nevada (System).

Objectives

The Institute. 1) The Institute will seek to establish a general program of research to encompass specific and interdisciplinary problems associated with the physical, social and economic aspects of the use and production of energy within Nevada and those actions which will affect the use and production of energy in Nevada.

This objective, depending upon the source of financial support (state, federal or other), may be accomplished through the establishment of a Center for Energy Research or through the composition of a research task group from within the various laboratory units of the Institute.

2) The Institute shall seek to consolidate the administration and operations of the Institute within an integrated campus unit to be constructed at a North Reno site.

The Institute shall also seek to consolidate Southern Nevada operations, where practical, within the new Institute facilities to be constructed in Southern Nevada.

3) The Institute shall work toward establishing a rapport with individuals and industry within the State of Nevada with the aim of providing research task group capabilities in areas of environmental impact.

The Laboratory of Atmospheric Physics. In the pursuit of improved understanding of our atmospheric environment, the objective of the Laboratory is to extend its interests from the physics of clouds and the possibilities of beneficial weather modification into the closely related areas of air quality, the radiation

climate, and mesoscale studies of wind flow.

In the area of air quality, as in wind-flow studies, the objective is to combine selective field studies of air motions and pollutant transport with the numerical model of air flow in rugged terrain such as is characteristic of Nevada.

Since the capability of the Laboratory in mesoscale numerical modeling is not at present well-developed, a major objective will be to build up a group which is capable of attacking this very difficult problem. Such a group might consist of one senior and one junior scientist with programming support.

The Center for Water Resources Research. Objectives for the Center for Water Resources Research over the next four years include (1) establishing and developing a program of research studying the various technical and social aspects of the relationships between water and energy; (2) continuing the development of surface and groundwater models and the related expertise to evaluate the water resources of the State of Nevada; (3) continuing the development of the geothermal research group; and (4) developing an interdisciplinary research program in water and related land use problems.

The Western Studies Center. Objectives over the next four years include (1) continued interdisciplinary involvement with other DRI centers and appropriate University of Nevada System departments on problems of land use and resource management in the Western U.S.; (2) development of a long-range comparative study of the anthropology of ranching; and (3) continued research

on historical and sociological aspects of ethnic minority peoples.

The Laboratory of Desert Biology. Objectives of the Laboratory of Desert Biology include (1) establishment of administration and headquarters of the laboratory in Boulder City; (2) establishment of a research base to support interlocking research programs in animal, plant, montane and aquatic study areas; (4) the attraction, over a period of several years, of a core of staff composed principally of still-vigorous, retirement-age professional researchers in biological sciences to allow them to continue in their expertise, and around this core, (5) the evolution of a National Center for Desert Biology equipped in such a manner as to attract and accommodate scientists to work at the facility while on summer or sabbatical leaves, and (6) the establishment of closer academic ties with UNLV areas related to the laboratory's research efforts, including possible graduate training programs as exist between the Reno-based laboratories and UNR; (7) the development of a collaborative program of research and personnel exchange between the Laboratory of Desert Biology and the Institute of Arctic Biology of the University of Alaska under the theme, "Biology under stress; Cold/Heat/Altitude/Drought."

An additional objective: the Laboratory of Environmental Patho-Physiology, with research interests in a parallel and cooperative area to the Laboratory of Desert Biology, is expected to become an administrative unit of the Laboratory of Desert Biology.

The Fleischmann Atmospherium-Planetarium. The Fleischmann

Atmospherium-Planetarium is a public educational service provided by the Institute to make available interesting and informative programs concerning astronomy and atmospheric sciences. The Atmospherium's programs are directed toward the public in general, and a full program of morning lectures are presented for school groups during the school year. Summer rocketry and telescope building courses are conducted for the City of Reno.

The Computing Center

Goals

It is the goal of the University of Nevada System Computing Center to provide computing, analyst and programmer services to all divisions of the University of Nevada System in support and furtherance of education, research, administration and public service functions.

Objectives

Academic Research Objectives. To provide leadership and guidance to all faculty members of the University of Nevada System and other members of the educational community within the State in the development and implementation of educational and research programs which involve the use of computer techniques. Such guidance shall include but not be limited to providing information concerning current and planned capabilities of computer personnel, equipment and software; documentation in support of operable programs or applications which are available for general use throughout the System; information relative to new developments in the computing industry; and assistance in designing equipment

configurations and software specifications for unique educational or research uses.

Administrative Uses Objectives. To provide leadership and guidance to administrators of the University of Nevada in the development and implementation of administrative computer applications.

Operations Objectives. To provide responsive computing services to all divisions of the University.

System Development Objectives. To provide system programs, processors, and compilers which support the computer components of a University Educational Computer Network.

University Press

Goals

The goals of the University of Nevada Press are as follows:

- 1) To fulfill a proper university function by disseminating knowledge beyond the lecture room and the research laboratory.
- 2) To make a contribution to the State of Nevada by publishing books dealing primarily with its history, government, natural resources, ethnic groups, and contemporary affairs.
- 3) To stimulate scholarly research and writing by faculty members and other authors in their specialized fields.
- 4) To enhance the academic reputation of the University of Nevada on national and international levels.

Objectives

In order to achieve these goals, the University of Nevada Press has the following objectives:

- 1) To reach a sustaining level of production of five books per year, stressing quality rather than quantity.
- 2) To maintain financial solvency through private grants to supplement legislative support.
- 3) To continue publishing original works of the sort that earn reviews in scholarly magazines and newspapers throughout the United States and Europe.

III. ORGANIZATION OF THE SYSTEM AND ITS MAJOR DIVISIONS

In order to accomplish the stated System objectives and attain its goals through various programs and activities, the University of Nevada System is organized as follows:

1) UNS is governed by a Board of Regents, whose duties are prescribed by law, and which has delegated certain authority to the officers and faculty of the University.

2) To administer the System and implement the Board's policies, an executive officer, titled Chancellor, is appointed by the Board.

3) To perform the functions explicit in the goals (i.e., instruction, research and public service), the System is organized into four divisions and two service or special units.

a) The divisions are the University of Nevada, Reno; The University of Nevada, Las Vegas; the Community College Division; and the Desert Research Institute. Each division has a chief administrative officer, titled President, who reports to the Board of Regents through the Chancellor.

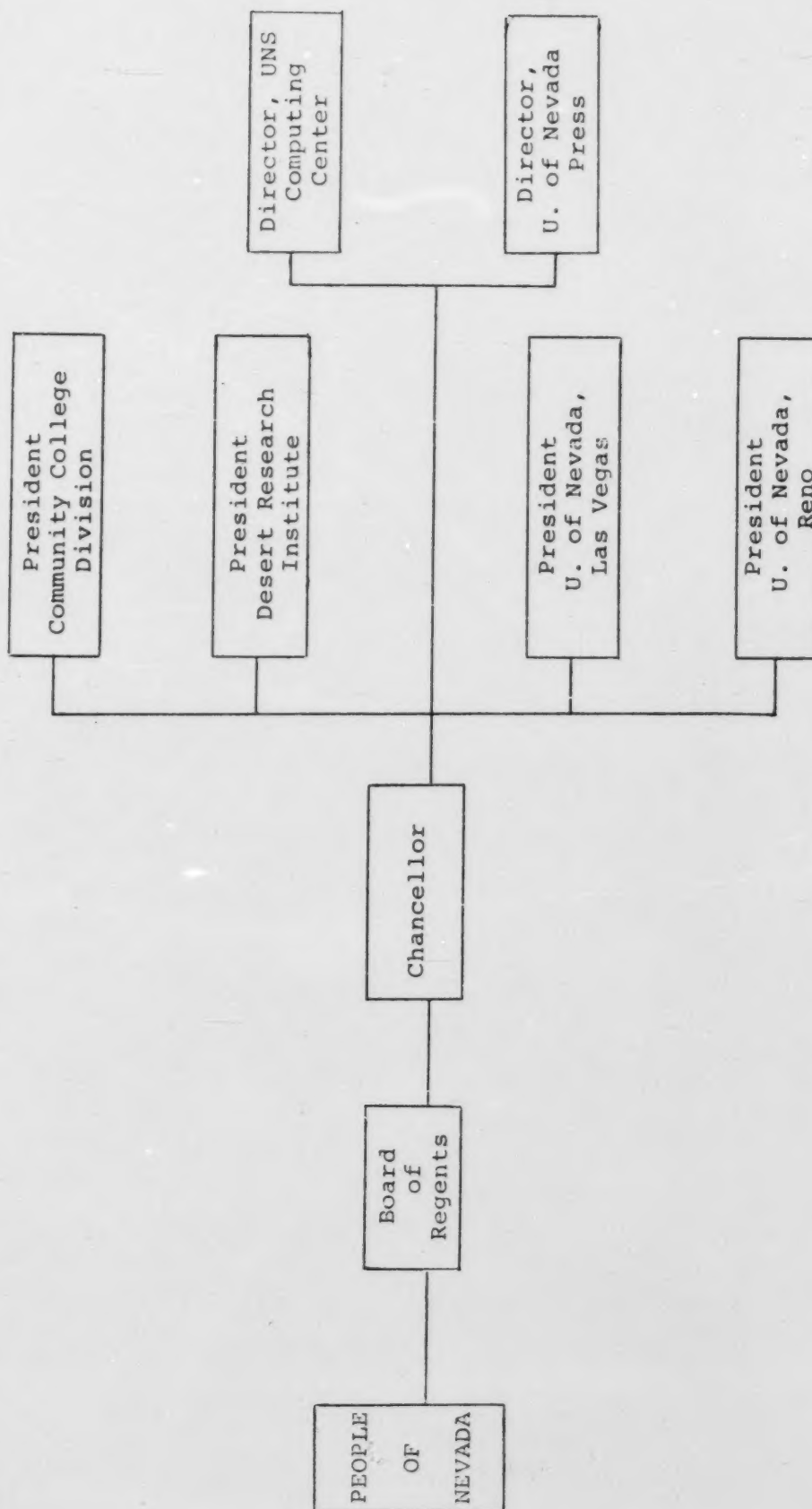
b) The service or special units are the Computing Center and the University of Nevada Press. These units are headed by Directors who report to the Chancellor.

4) Each division has a faculty which, in conformity with the *University of Nevada System Code*, has authority and responsibility for recommending policy on matters of faculty welfare, on the rights of the faculty under the Code, and on their involvement in

the University's primary function of teaching, research and public service.

The following charts portray the organizational arrangements of the major units of the University of Nevada System.

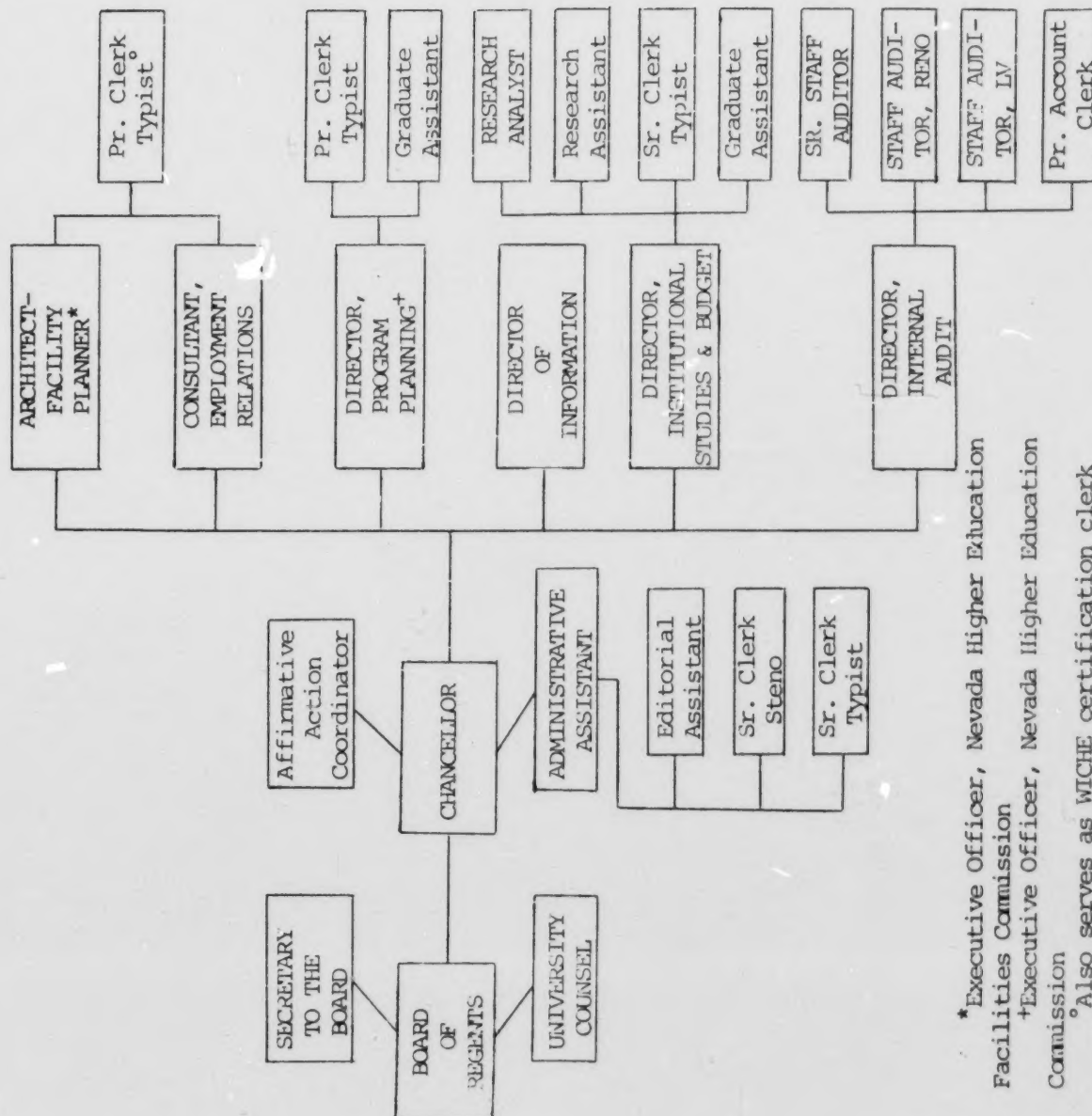
UNIVERSITY OF NEVADA SYSTEM



Note: Presidents report directly to the Board of Regents concerning appointment and promotion of faculty.

III-3

OFFICE OF THE CHANCELLOR



Positions are fulltime except:

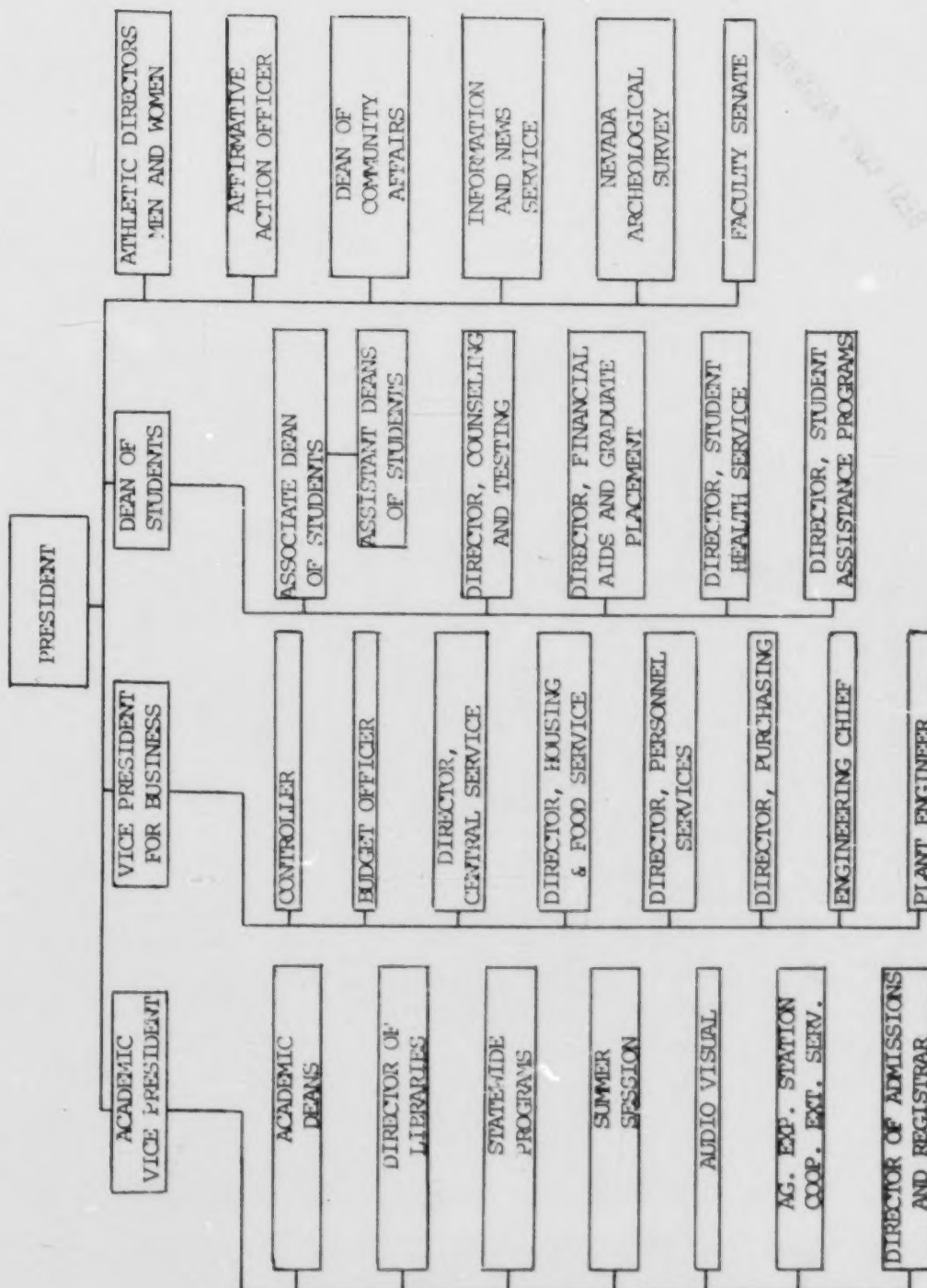
- (1) Secretary to Board .50 FTE
- (2) Administrative Assistant .50 FTE
- (3) Editorial Assistant .35 FTE
- (4) Sr. Clerk Steno. .40 FTE
- (5) Sr. Clerk Typist .65 FTE
- (6) Dir. of Information .25 FTE
- (7) Consultant .08 FTE
- (8) Grad. Assistants .33 Each
- (9) Affirmative Action Coordinator .25 FTE
- (10) Research Analyst .75 FTE

*Executive Officer, Nevada Higher Education Facilities Commission

+Executive Officer, Nevada Higher Education Commission

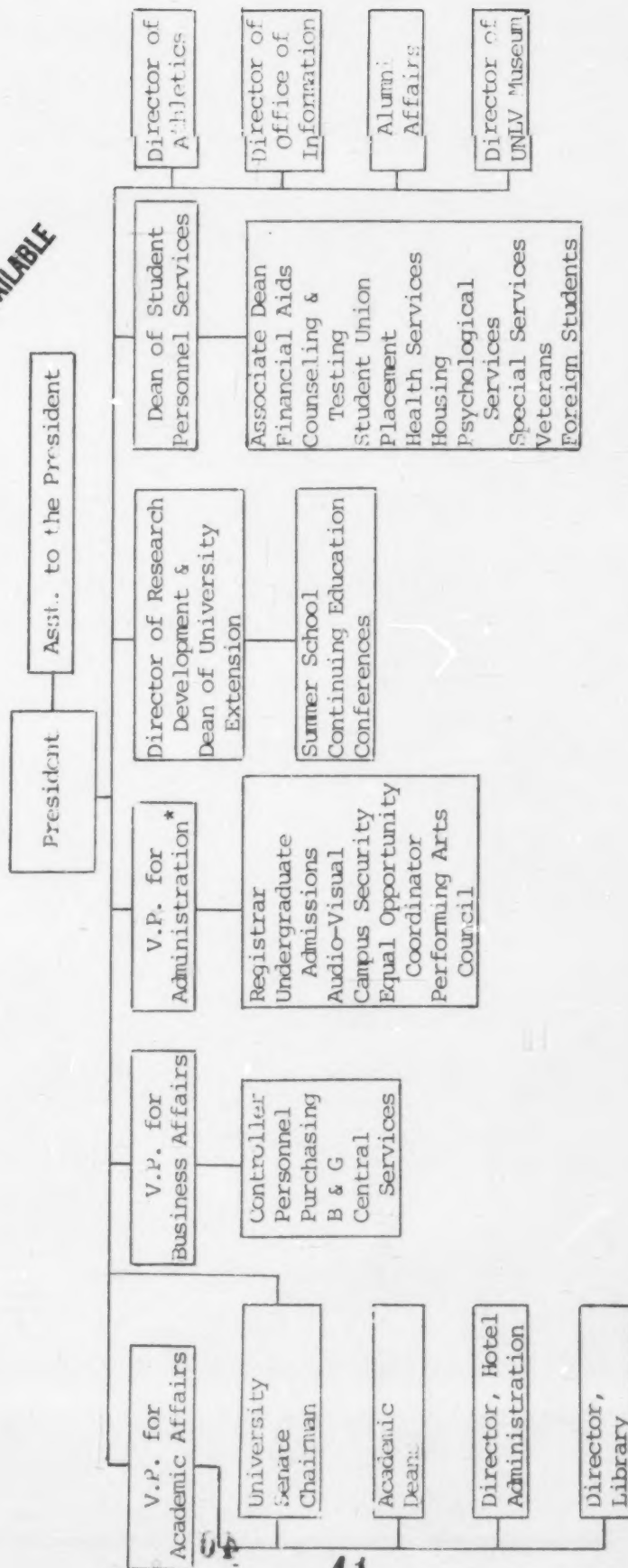
°Also serves as WICHE certification clerk

UNIVERSITY OF NEVADA, RENO



UNIVERSITY OF NEVADA, LAS VEGAS

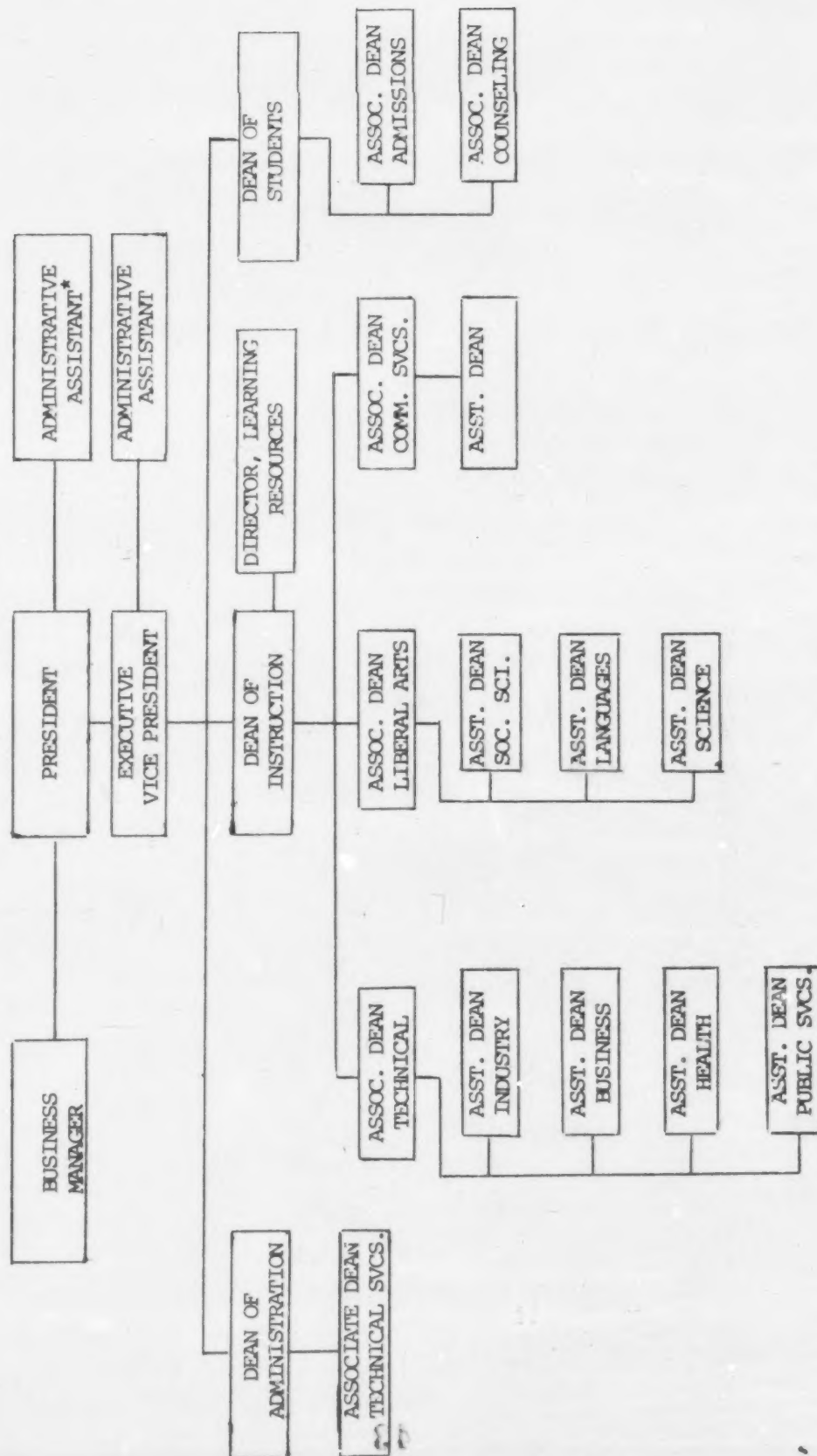
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* Affirmative Action Officer

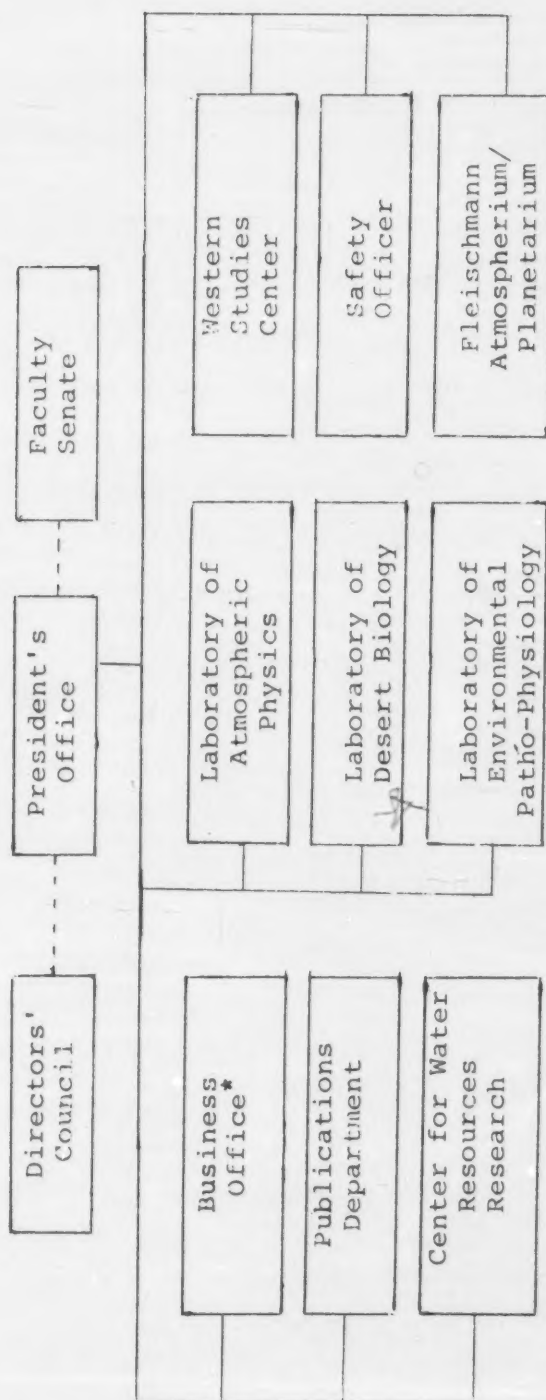
COMMUNITY COLLEGE DIVISION

Relationship between Community College Division
President and Typical Campus



*Affirmative Action Coordinator

DESERT RESEARCH INSTITUTE



* Affirmative Action

IV. HIGHER EDUCATION ISSUES & PROBLEMS IN NEVADA IN THE 1970'S

As the University charts a course for the last half of the 1970's, it recognizes that certain latent issues and incipient problems may arise which will require the attention of the Board of Regents. The University intends to respond to them appropriately at the proper time. Other matters already being dealt with may require increased attention.

Conversely, it will be necessary for the University to take the initiative in playing an active leadership role in seizing opportunities and in dealing with other matters before they become problems.

A list of such issues and a discussion of their implications follow.

Interinstitutional Competition

The emergence of the University of Nevada at Las Vegas and the Community College Division presents opportunity for both constructive cooperation and destructive competition. Inherent in the UNR-UNLV situation, for example, is the possibility of a north-south polarity which could result in a debilitating and wasteful struggle for funds and an increasing amount of overlapping and duplication of programs. It is unlikely that Nevada will need or will be able to afford two complete universities, with two medical schools, two law schools, two dental schools, and two of everything else. Rather, it is the intention of the University in the years ahead to confine the relationship to one of a dynamic,

friendly rivalry in which the two institutions strive to develop programs of increasing excellence and to complement rather than duplicate each other as they capitalize on their unique strengths. In this regard, the program planning and review function of the Chancellor's Office is designed to strike a balance between program duplication and unmet needs.

Similarly, the establishment and rapid growth of the community colleges during a time of flattening enrollment curves might be interpreted by the senior campuses as competition for the lower division students. The University intends to watch this situation carefully to maintain a viable lower division component at the two University campuses.

Interinstitutional Cooperation

The converse of interinstitutional competition is interinstitutional cooperation, and the University intends to exploit every opportunity for cooperation in such areas as intercampus television and communication links, common acquisition procedures, faculty and student exchange, jointly sponsored academic and cultural programs, and so on. Such cooperation will tend to lower the total cost of higher education to the people of Nevada.

Student Persistence and Attrition

Recent studies nationally and in other states have revealed that a rather startling percentage of students do not achieve their educational objectives. At the undergraduate level, only about 50 percent of those who start are awarded the baccalaureate

in 4 years, while at the community college level, attrition may be as high as 80 percent or more. A study currently being conducted in one of our largest states which is following individual students is showing that 40 percent of those enrolled for the fall semester in a significant proportion of community colleges do not return for the following semester.

The University is concerned that this high attrition and its attendant high cost may also apply to Nevada and if so, intends to take steps to investigate the situation in order to improve retention and reduce the waste of human resources associated with high student dropout rates.

Length of Time Required for a Degree

In a subject related to the one above, there seems to be some evidence, particularly at the graduate level, that the University's academic pipeline may be clogged with formal requirements that may not always allow for genuine achievement.

On the student's part, there is further evidence that, on the average, 5 to 10 percent more credits are being accumulated than are necessary for a degree. The University will be watching this problem and will take appropriate steps if it worsens. Excess credits unrelated to degree or educational objectives may represent a waste of time and money for both the student and the state.

Grading Standards

Nationwide, there has been an erosion in grading standards which has concerned many educators. As an example, a recent study

report to the University of California Academic Senate by the Committee on Educational Policy stated flatly that . . . *whatever the cause, the B has replaced the C as the average grade at Berkeley.*

The University intends to monitor the integrity of the procedures whereby academic performance is evaluated to prevent a watering-down of grading standards which cheats those who exhibit high performance.

The Management and Use of Student Funds

Student concern has been expressed in many institutions of higher education that an unrepresentative minority has been given decision-making power over the use of funds contributed by the entire student body. This problem, which may have counterparts in student and faculty government, will receive attention as required.

Articulation

The procedures already established by the University to assure the ease of transfer of qualified students from the Community Colleges to the University campuses will need periodic reexamination. Obstacles to the free movement of students among campuses such as level of instruction, comparability of University-parallel courses, and curricular patterns must be minimized or removed.

Admissions Standards

The standards by which the size of the pool of those eligible

to enter the University campuses is determined should be challenged periodically since very minor adjustments alter the numbers of eligibles significantly. The fine line between open admissions (universal higher education) and standards which limit admissions to those who stand a reasonable chance of success needs periodic reexamination.

Furthermore, if it is determined, as mentioned above, that a large percentage of community college students are not meeting their educational objectives, it may be necessary to consider the cost of present community college admission policy.

Tuition and Fees

Presently, resident university students pay approximately 12 percent of the cost of their instruction (Lower Division 22.2%, Upper Division 11.1%, Graduate 4.6%), and nonresident students pay approximately 66 percent of their instructional costs (LD 105%, UD 44%, Grad. 22%). Community college students pay about 17 percent. All students pay a capital improvement fee.

Since the national trend in higher education is to increase the proportion of student contribution to the full cost of their education, as resources dwindle it may be necessary to reconsider the charges for tuition and fees in Nevada.

Issues Relating to Faculty

Employer-employee relationships in higher education show signs of changing rapidly. Issues such as tenure versus contractual arrangements, collective bargaining, salaries and benefits,

and the changing view of faculty toward their status as professionals will require the attention of the Board of Regents during the remainder of the 1970's.

V. COMPARATIVE ANALYSIS WITH OTHER STATE SYSTEMS

Any statewide plan for higher education should include, for comparative purposes, an analysis of the extent to which similar or neighboring states have been supporting higher education. While many of the commonly used indicators or measures of support by themselves are misleading and need careful explanation, a general pattern usually emerges which is useful in conveying to the people of the state an understanding of their commitment to higher education.

The following tables of the latest available statewide comparisons have been limited to the contiguous 11 western states because of their greater similarity and regional proximity to Nevada.

Table V-1 seems to show that Nevada stands rather low in the percentage of general revenue it allocates to higher education, and Table V-2 shows that Nevada stands very close to the national average in per capita appropriation of state tax funds for the operating expenses of higher education but low on a regional basis. However, it should be noted that at least some of the states high on these lists are there because of a relatively low efficiency in providing higher education. For example, Colorado has 27 separate tax-supported campuses for a student population of a little over 100,000, with a consequently inefficient economy of scale. Nevada is more efficient in this respect. Also, it must be borne in mind that although Nevada has been educating a smaller proportion of its population than many other

states (36th in rank), it is actually doing a better job with those it educates than many other states.

Yet another measure of Nevada's support of higher education is the appropriation per full-time-equivalent student. Table V-3 indicates that Nevada stands near the U. S. average and high on a regional basis. This is perhaps the most significant measure of all.

With respect to state appropriations for higher education per \$1,000 of per capita personal income, which presumably indicates ability to pay, Nevada stands at the bottom of the list (Table V-4). However, once again, this measure is misleading to a certain extent since the favorable tax structure in Nevada has attracted some individuals with very high personal incomes.

Concerning the generation of funds from those who benefit directly and immediately from the education provided, the students, Table V-5 shows that Nevada is near the middle of the range of such charges at the universities of the 11 western states. On the other hand, a study recently done by the Ohio Legislative Budget Office revealed that Nevada stands rather low nationally (42nd) in the percentage of higher education costs it meets through student charges (Table V-6).

Since attempting to characterize by individual measures a state's willingness to tax itself and to support higher education is a risky endeavor at best, a composite of several indicators may be more reliable. Table V-7 shows the index of total tax burden and Table V-8 shows the index of total tax effort in higher education for the comparison states. Apparently, Nevada's total

tax burden is low for the region and below the national average while its total tax effort in higher education is at the bottom of the list regionally and considerably below the national average.

Yet another way of looking at Nevada in relation to other states is shown in Tables V-9, V-10, V-11, and V-12. Table V-9 shows the number of high school graduates as potential college enrollees, expressed as a percentage of total population. Nevada stands low in burden (48th) by this measure.

Table V-10 shows the ability of state governments to raise money through taxation for public purposes, a measure developed by the Advisory Commission on Intergovernmental Relations. Nevada stands at the top of the nation with 187 percent of the national average capacity.

Table V-11 is simply the ratio between capacity and burden. Once again, Nevada stands at the top of the national list at 227 percent of national average.

Table V-12 shows the ratio of the actual amount of state tax revenue collected to tax capacity. Nevada is 48th, with 69 percent of the average national effort.

While the focus of the foregoing material has been primarily monetary support, comparisons can also be made with higher education in other states through other measures. For example, Table V-13 shows, among other things, that the private sector is not an important factor in providing higher education in Nevada. Indeed, on a national basis, Nevada stands next to bottom-ranking Wyoming, which has no private sector at all. This circumstance tends to throw a heavier burden on the taxpayers since the great majority of Nevada's students attend public institutions.

Comparisons can also be made in the migration of students into and out of states. Tables V-14, V-15, and V-16 show that Nevada is a net exporter of college-level students, although the percentage has dropped during the 10-year period that figures are available.

In summary, it should be pointed out that the judgment as to how well Nevada is supporting its University should be made by the people of Nevada and their elected representatives. Perhaps it is significant that for the biennium just ending, Nevada appropriated a 44 percent increase in higher education funds over the preceding biennium, the sixth highest rate of increase in the nation.

TABLE V-1

HIGHER EDUCATION'S SHARE OF STATE APPROPRIATIONS
AS PERCENT OF GENERAL REVENUES

	1963	1968	1969	1970	1971	1972	1973	Six-Yr. Average
Arizona	16.0%	24.9%	26.8%	23.1%	24.7%	22.6%	22.3%	
California	15.6%	15.0%	16.3%	18.4%	19.3%	16.4%	16.9%	
Colorado	25.6%	24.6%	24.8%	26.3%	29.7%	24.3%	21.0%	
Idaho	22.0%	22.4%	23.0%	23.8%	24.9%	25.4%	25.1%	
Montana	24.8%	30.1%	33.9%	29.4%	31.9%	27.9%	27.8%	
NEVADA	14.6%	19.4%	18.3%	19.4%	17.9%	19.5%	17.4%	18.7%
New Mexico	11.8%	15.9%	15.5%	15.4%	16.7%	16.0%	16.4%	
Oregon	20.0%	28.9%	28.9%	28.5%	28.5%	27.8%	28.0%	
Utah	10.6%	16.4%	17.2%	15.2%	16.4%	16.6%	18.0%	
Washington	10.4%	19.4%	19.0%	22.5%	21.2%	20.7%	20.3%	
Wyoming	32.8%	36.6%	36.6%	38.4%	38.4%	37.6%	37.6%	
Regional Average	18.6%	23.1%	23.7%	26.3%	24.5%	23.2%	22.8%	23.9%
National Average	14.0%	17.7%	17.5%	17.4%	17.7%	17.2%	17.7%	17.5%

Source: Center for Research and Development in Higher Education, as quoted in The Chronicle of Higher Education.⁹

TABLE V-2
COMBINED STATE AND LOCAL APPROPRIATIONS FOR
HIGHER EDUCATION ON A PER CAPITA BASIS, 1974

State	Amount
1. Arizona	\$74.12
2. Wyoming	68.86
3. Colorado	68.59
4. Washington	67.76
5. California	66.30
6. Utah	65.46
7. Idaho	65.24
8. Oregon	58.38
9. New Mexico	55.50
10. <u>NEVADA</u>	<u>54.23</u>
11. Montana	53.05
Regional Average	63.41
National Average	52.25

Source: The Chronicle of Higher Education.⁵

TABLE V-3
STATE APPROPRIATIONS FOR HIGHER EDUCATION
PER EQUIVALENT FULL-TIME STUDENT, 1974

State	Amount
1. Idaho	\$2631
2. Wyoming	2308
3. <u>NEVADA</u>	<u>2244</u>
4. Arizona	2229
5. California	2204
6. Colorado	2024
7. Washington	2016
8. New Mexico	1967
9. Utah	1950
10. Oregon	1913
11. Montana	1854
Regional Average	2122
National Average	2373

Source: The Chronicle of Higher Education.⁵

TABLE V-4

STATE APPROPRIATIONS FOR HIGHER EDUCATION PER
\$1,000 OF PER CAPITA PERSONAL INCOME, 1974

State	Appropriations per \$1,000 Income
1. Utah	\$16.08
2. Arizona	15.80
3. Idaho	14.78
4. Wyoming	14.67
5. New Mexico	14.40
6. Colorado	13.64
7. Washington	13.15
8. Oregon	12.08
9. California	12.01
10. Montana	11.33
11. <u>NEVADA</u>	<u>9.44</u>
Regional Average	13.40
National Average	10.36

Source: The Chronicle of Higher Education.⁵

TABLE V-5

ANNUAL STUDENT CHARGES, STATE UNIVERSITIES, 1973-74

Institution	Total		Institution	Total	
	Resident Fees ^a	Non-Resident Fees ^a		Resident Fees ^a	Non-Resident Fees ^a
1. University of California	644	2,144	1. University of California	644	2,144
2. University of Colorado	593	1,959	2. University of Colorado	593	1,959
3. University of Oregon	566	1,748	3. University of Oregon	566	1,748
4. University of Washington	564	1,732	4. UNIVERSITY OF NEVADA, LAS VEGAS	564	1,732
5. UNIVERSITY OF NEVADA, LAS VEGAS	532	1,719	5. UNIVERSITY OF NEVADA, RENO	532	1,719
6. UNIVERSITY OF NEVADA, RENO	519	1,581	6. University of Washington	519	1,581
7. University of Montana	487	1,387	7. University of Montana	487	1,387
8. University of Utah	480	1,376	8. University of Wyoming	480	1,376
9. University of New Mexico	466	1,301	9. University of Arizona	466	1,301
10. University of Arizona	411	1,296	10. University of New Mexico	411	1,296
11. University of Wyoming	410	1,280	11. University of Idaho	410	1,280
12. University of Idaho	380	1,155	12. University of Utah	380	1,155

^aIncludes Registration Fees, Capital Improvement Fees, Health Service Fees, Student Union Fees and Athletic Fees for one academic year.

Source: Biennial Budget Request, University of Nevada.¹⁰

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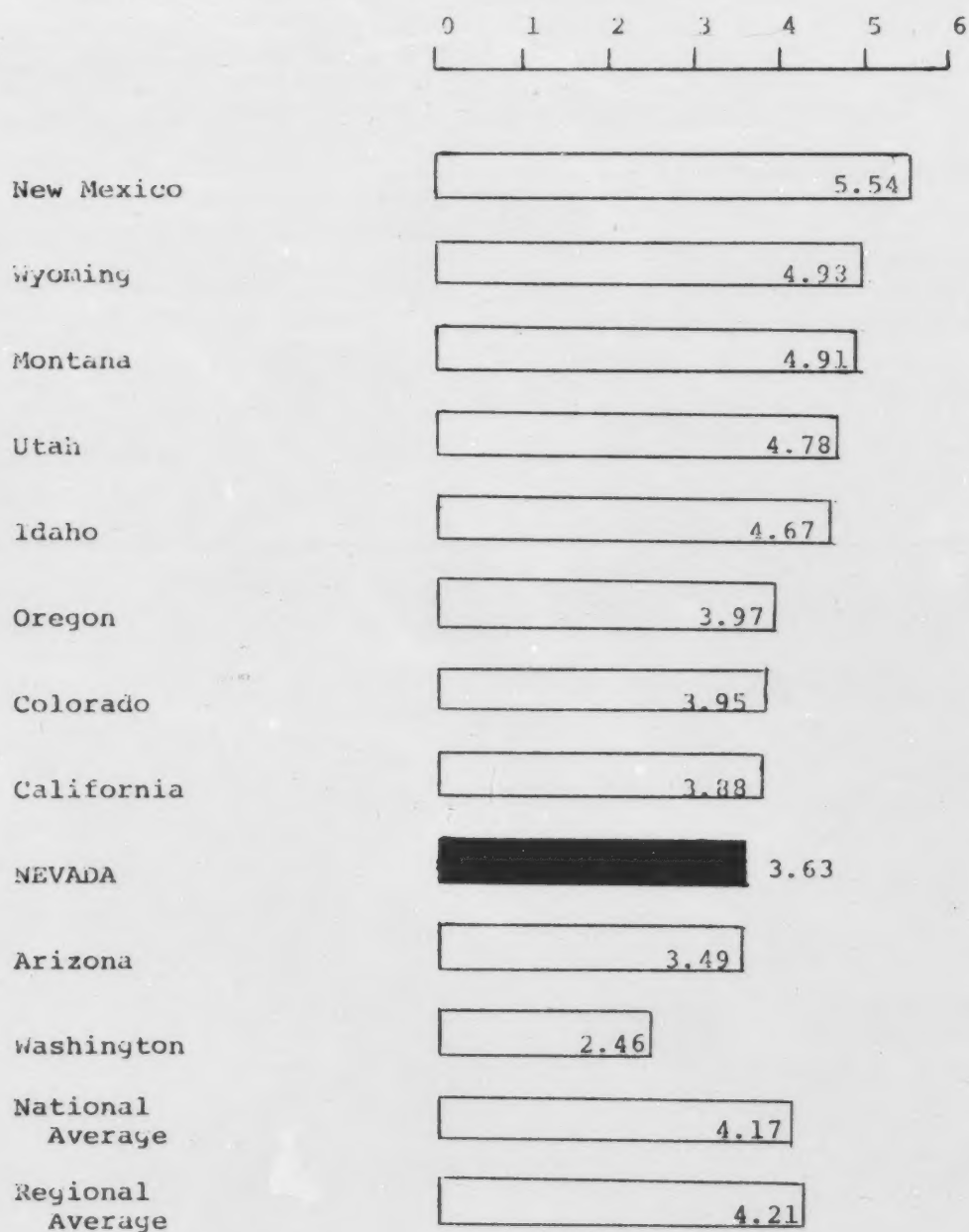
TABLE V-6

PERCENTAGE OF HIGHER EDUCATION COSTS
PAID WITH STUDENT CHARGES, 1973

State	Percentage	Rank
Arizona	40.1	7
Colorado	35.0	11
Utah	33.0	15
New Mexico	33.1	16
Oregon	29.5	24
Montana	27.1	30
Washington	25.0	34
California	21.8	38
<u>NEVADA</u>	<u>18.0</u>	<u>42</u>
Wyoming	13.0	46
Idaho	8.2	49
Regional Average	27.8	
National Average	27.4	

Source: Ohio Legislative Budget Office.⁶

TABLE V-7
TAX BURDEN INDEX, * 1971

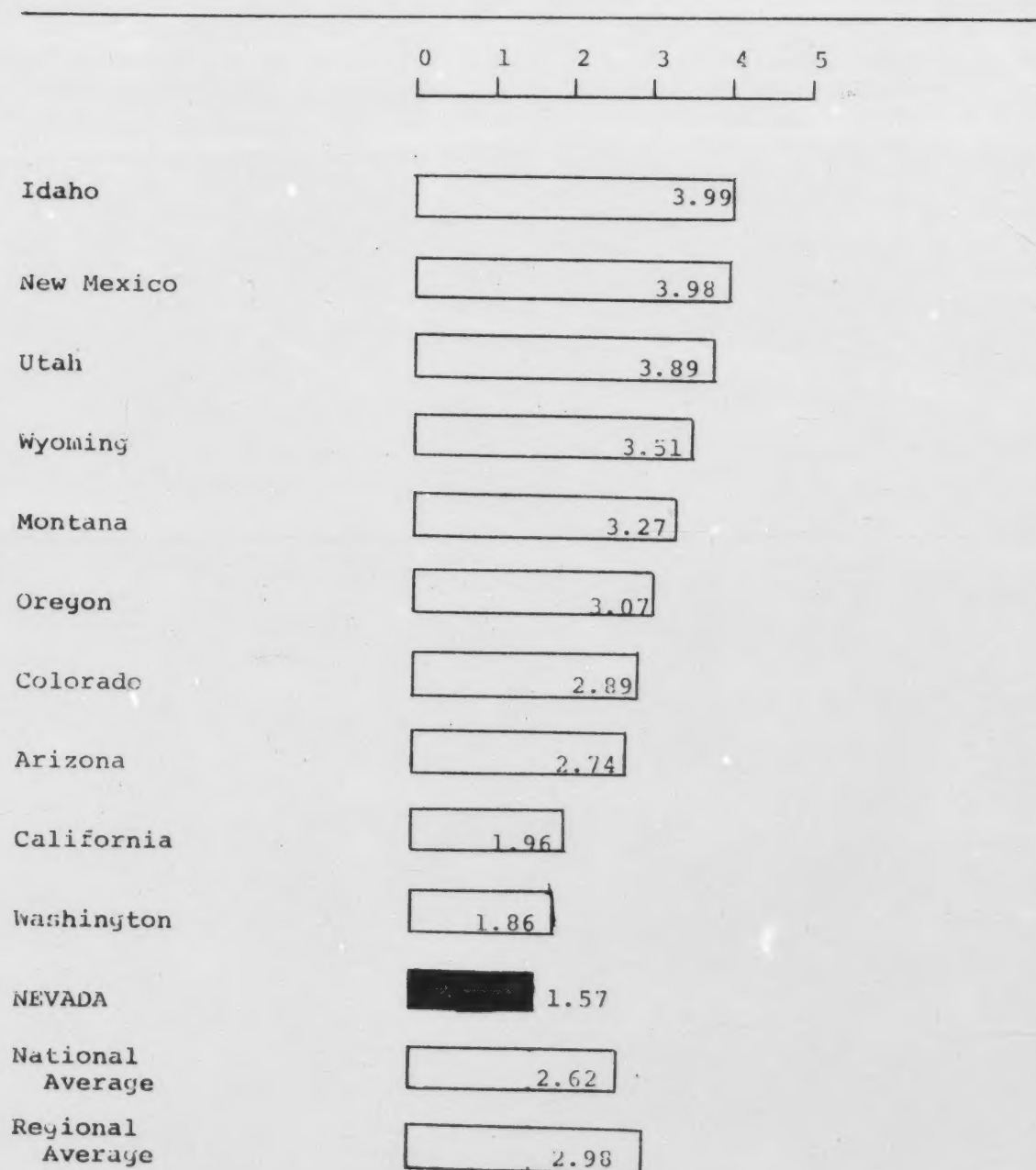


* $\frac{\text{Tax Revenue (billions)}}{\text{Personal Income (billions)}}$
Per Capita Income

Source: California Coordinating Council for Higher Education.¹

TABLE V-8

PUBLIC HIGHER EDUCATION TAX EFFORT,* 1971



*
$$\frac{\text{Total State Appropriations for Higher Education (millions)}}{\text{Personal Income (billions)}} = \text{Per Capita Income}$$

Source: California Coordinating Council for Higher Education.¹

TABLE V-9
 HIGHER EDUCATION POTENTIAL BURDEN
 Public and Nonpublic High School Graduates
 Per 1,000 Population, 1970

		Percent
3.	Montana	18.18 127
4.	Utah	17.75 124
6.	Idaho	17.67 124
11.	Wyoming	16.76 117
12.	New Mexico	16.59 116
14.	Oregon	16.23 114
18.	Washington	15.61 109
23.	Colorado	14.69 103
	UNITED STATES	14.27 100
28.	California	14.09 99
42.	Arizona	13.23 93
48.	NEVADA	11.76 82

Source: D. Kent Halstead, Statewide Planning in Higher Education.⁴

TABLE V-10

TAX CAPACITY

Dollar Amount of State Tax Capacity per Capita, 1970

		Percent
1.	NEVADA \$449	187
2.	Wyoming 353	147
5.	California 283	118
10.	Washington 254	106
12.	Colorado 252	105
	Oregon 252	105
18.	Montana 245	102
	New Mexico 245	102
	UNITED STATES 240	100
33.	Arizona 228	95
34.	Idaho 226	94
40.	Utah 206	86

Source: D. Kent Halstead, Statewide Planning in Higher Education.⁴

TABLE V-11

CAPACITY-BURDEN RATIO

State Tax Capacity Per High School Graduate, 1970

		Percent
1. <u>NEVADA</u>	<u>\$38,180</u>	<u>227</u>
4. Wyoming	21,062	125
7. California	20,085	119
17. Arizona	17,234	102
18. Colorado	17,155	102
UNITED STATES	16,819	100
23. Washington	16,272	97
27. Oregon	15,527	92
31. New Mexico	14,768	88
38. Montana	13,476	80
44. Idaho	12,790	76
49. Utah	11,606	69

Source: D. Kent Halstead, Statewide Planning in Higher Education.⁴

TABLE V-12

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TAX EFFORT

Ratio of Tax Revenue Collected to Tax Capacity, 1970

	Percent
10. Washington	121
13. Arizona	119
14. Utah	115
19. New Mexico	109
UNITED STATES	100
27. California	99
Idaho	99
37. Colorado	86
38. Oregon	83
43. Montana	77
45. Wyoming	73
48. <u>NEVADA</u>	<u>69</u>

Source: D. Kent Halstead, Statewide Planning in Higher Education.⁴

TABLE V-13

PERCENTAGES OF PUBLIC AND PRIVATE ENROLLMENTS, 1972-73

State	Public Enrollment	Private Enrollment
Arizona	97.5	2.5
California	87.7	12.3
Colorado	87.5	12.5
Idaho	76.9	23.1
Montana	91.2	8.8
<u>NEVADA</u>	<u>99.3</u>	<u>.7</u>
New Mexico	92.9	7.1
Oregon	86.4	13.7
Utah	59.7	40.3
Washington	87.4	12.6
Wyoming	100.0	0.0
Regional Average	87.9	13.4
National Average	77.9	22.1

Source: Council on Higher Education, State of Washington.⁷

TABLE V-14
UNDERGRADUATE STUDENT OUT-MIGRATION

State of Residence	<u>Leaving State for College</u> Percent		
	1958	1963	1968
1. <u>NEVADA</u>	40	28	29
2. Idaho	38	31	24
3. Wyoming	33	30	24
4. Montana	22	19	17
5. New Mexico	21	22	17
6. Colorado	16	18	13
7. Oregon	17	16	11
8. Arizona	11	11	10
9. Washington	12	12	9
10. California	6	5	5
11. Utah	6	5	4

Source: American Council on Education, A Fact Book on Higher Education.³

TABLE V-15
UNDERGRADUATE STUDENT IN-MIGRATION

State College of Attendance	Migrating into State for College Percent		
	1958	1963	1968
1. Utah	35	35	32
2. Colorado	37	32	29
3. Idaho	23	20	21
4. Wyoming	15	22	18
5. Arizona	19	19	17
6. <u>NEVADA</u>	<u>13</u>	<u>11</u>	<u>17</u>
7. New Mexico	20	24	17
8. Oregon	20	23	17
9. Montana	16	15	14
10. Washington	14	14	12
11. California	9	6	6

Source: American Council on Education, A Fact Book on Higher Education.³

TABLE V-16
NET UNDERGRADUATE STUDENT MIGRATION

State of Residence	Net Migration		
	1958	1963	1968
Arizona	2,112	3,342	5,150
New Mexico	-33	497	215
Colorado	8,274	7,028	14,556
Idaho	-2,135	-2,082	-965
Montana	-749	-766	-749
Utah	7,582	11,624	16,850
Wyoming	-1,176	-704	-900
California	7,281	5,135	3,886
<u>NEVADA</u>	<u>-984</u>	<u>-1,315</u>	<u>-1,354</u>
Oregon	1,098	3,065	4,050
Washington	1,416	1,511	4,352

Source: American Council on Education, A Fact Book on Higher Education.³

VI. A DESCRIPTIVE ANALYSIS OF THE
UNIVERSITY OF NEVADA SYSTEM -- JULY 1, 1968, TO
DECEMBER, 1974, WITH PROJECTIONS TO 1979*

This section of the comprehensive plan presents a detailed profile of the entire University of Nevada System in terms of students, faculty, support staff, operating budgets, physical plant resources, and the fiscal requirements for the projections of all of these into the next two biennia.

This section also contains a list of the general instructional programs which are carrying out the goals and objectives of the University, and a list of programs proposed for the next biennium which are also designed to carry out the mission of the University as expressed in Section II. The latter list includes estimated costs and sources of funds.

Finally, there is presented a list of those programs which have been added during the last two biennia and those which have been discontinued.

Additional data supporting the text and tables in this chapter will be found in the Appendix.

*Projection methodology is in the Appendix.

TABLE VI-1
STUDENT ENROLLMENT (UNR, UNLV, CCD) BY HEADCOUNT
AND FTE (ALL STUDENTS)

	Headcount			FTE ^o					
	UNR	UNLV	CCD	UNR	UNLV	CCOC	CCD		
							NMCC	WNCC	Total
Fall, 1968	6,197	4,501	---	5,316	2,944	---	---	---	---
Spring, 1969	5,636	4,238	---	N/A	N/A	---	---	---	---
Fall, 1969	6,588	5,041	---	5,716	3,461	---	---	---	---
Spring, 1970	6,067	4,752	---	5,494	N/A	---	---	---	---
Fall, 1970	7,192	5,522	379	6,249	3,860	---	182	---	182
Spring, 1971	6,634	5,487	383	N/A	N/A	---	207	---	207
Fall, 1971	7,585	5,658	1,740	6,500	4,295	267	209	210	686
Spring, 1972	6,985	5,489	2,133	5,843	4,241	340	165	207	712
Fall, 1972	7,182	5,856	4,011	5,978	4,495	905	133	517	1,555
Spring, 1973	6,840	5,524	5,057	5,927	4,310	851	166	684	1,701
Fall, 1973	7,120	6,101	8,517	5,857	4,786	1,309	197	1,452	2,959
Spring, 1974	6,937	5,860	8,781	6,134	4,677	1,592	241	1,325	3,158
Projection, 1978-1979	8,115	8,740	22,350	6,900	6,475	4,470	290	3,320	8,080
Summer, + 1969	2,526*	3,021*	---						
1970	2,836	3,942	---						
1971	2,993	4,006	N/A						
1972	2,788	4,377	N/A						
1973	2,847	4,642	N/A						
1974	4,877	3,936	N/A						

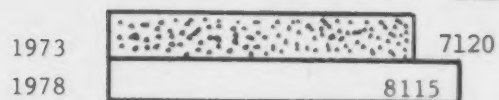
*The figures for all the years at UNR and UNLV are a total of the first and second terms.

+Headcount only.

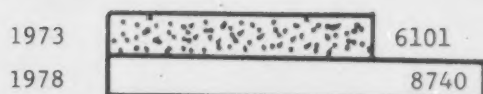
^oFTE enrollments for 1968-1974 are academic year FTE students; projected FTE is annual FTE students.

CHART VI-1

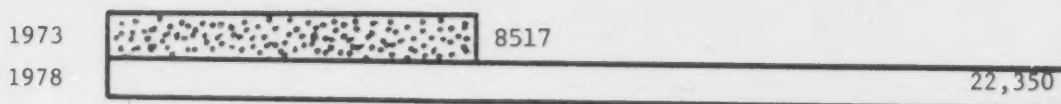
STUDENT ENROLLMENT

UNR Headcount

UNLV



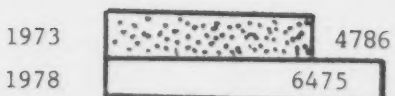
CCD



UNR

F.T.E.

UNLV



CCD

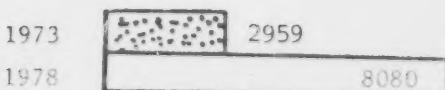


TABLE VI-2

STUDENT ENROLLMENT (UNR, UNLV, CCD) OF LOWER AND UPPER DIVISION
AND GRADUATE STUDENTS BY HEADCOUNT (REGULAR STUDENTS)

	UNR			UNLV		
	Lower	Upper	Grad	Lower	Upper	Grad
Fall, 1968	3,293	1,658	763	2,362	798	491
Spring, 1969	2,956	1,565	743	2,181	790	603
Fall, 1969	3,571	1,699	902	2,505	1,007	612
Spring, 1970	3,261	1,583	888	2,242	981	667
Fall, 1970	3,666	2,097	971	2,439	1,265	855
Spring, 1971	3,108	2,201	973	2,262	1,348	984
Fall, 1971	3,681	2,236	1,136	2,615	1,305	1,030
Spring, 1972	3,019	2,303	1,151	2,601	1,435	870
Fall, 1972	3,455	2,113	1,110	2,909	1,407	914
Spring, 1973	2,920	2,322	1,172	2,476	1,618	903
Fall, 1973	3,307	2,168	1,221	3,035	1,587	496
Spring, 1974	2,764	2,423	1,306	2,593	1,741	547

TABLE VI-3

STUDENT ENROLLMENT (UNR, UNLV, CCD)
BY RACE AND SEX (REGULAR STUDENTS)

	UNR (Headcount)		UNLV (Headcount)		CCD (FTE)	
	Men	Women	Men	Women	Men	Women
Fall, 1968	3,446	2,268	2,212	1,439	--	--
Spring, 1969	3,207	2,057	2,168	1,406	--	--
Fall, 1969	3,740	2,432	2,527	1,597	--	--
Spring, 1970	3,476	2,256	2,366	1,524	--	--
Fall, 1970	4,075	2,659	2,832	1,726	50	152
Spring, 1971	3,836	2,446	2,808	1,786	78	117
Fall, 1971	4,275	2,778	3,000	1,950	229	344
Spring, 1972	3,878	2,595	2,962	1,944	293	439
Fall, 1972	3,916	2,762	3,028	2,202	572	858
Spring, 1973	3,833	2,581	2,860	2,137	693	1,040
Fall, 1973	3,957	2,739	2,958	2,160	984	1,477
Spring, 1974	3,838	2,655	2,811	2,070	1,234	1,851

* * * * *

	UNR (Headcount)				UNLV (Headcount)				CCD (FTE)			
	Am.	Ind.	Neg.	Span.	Am.	Ind.	Neg.	Or. Sp.	Am.	Ind.	Neg.	Or. Sp.
Fall, 1968	94	31	34	80	85	91	12	52	--	--	--	--
Fall, 1969	Not available ⁺				Not available				--	--	--	--
Fall, 1970	51	47	3	18	68	132	50	85	3	0	0	4
Fall, 1971	Not available				Not available				12	43	5	29
Fall, 1972	52	47	30	13	55	145	27	76	31	160	20	70
Fall, 1973	Not available				Not available				69	420	62	93

⁺The data were compiled for UNR and UNLV every other year only.

TABLE VI-4

RESIDENT AND NON-RESIDENT STUDENT ENROLLMENT (UNR, UNLV, CCD*)
BY HEADCOUNT (REGULAR STUDENTS)

	UNR		UNLV	
	Resident	Non-Resident	Resident	Non-Resident
Fall, 1968	4,384	1,330	3,248	403
Spring, 1969	4,044	1,220	3,197	377
Fall, 1969	4,687	1,485	3,602	522
Spring, 1970	4,327	1,405	3,433	457
Fall, 1970	5,027	1,707	4,031	527
Spring, 1971	4,721	1,561	4,109	485
Fall, 1971	5,306	1,747	4,387	563
Spring, 1972	4,924	1,549	4,366	540
Fall, 1972	5,219	1,459	4,637	593
Spring, 1973	5,072	1,342	4,464	533
Fall, 1973	5,312	1,384	4,560	558
Spring, 1974	5,205	1,288	4,378	503
Projection, 1978-1979	6,855	1,260	8,085	655

*All CCD students are residents.

TABLE VI-5
FACULTY (UNR, UNLV, CCD, DRI) BY FTE

	UNR	UNLV	DRI	CCD
1968-69	306*	128	---	---
1969-70	341*	180	---	---
1970-71	342*	192	5	11
1971-72	317	207	9	36
1972-73	325	214	11	41
1973-74	327	248	16	112
Projection 1978-79	382	381	--- ⁺	416

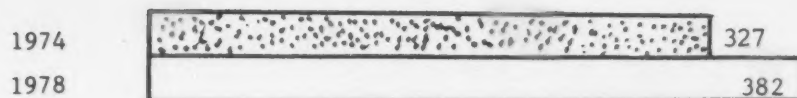
* Includes Nevada Technical Institute.

⁺ DRI faculty positions determined by grants received; thus no accurate projection can be made.

CHART VI-5

FACULTY BY F.T.E.

UNR



UNLV



CCD

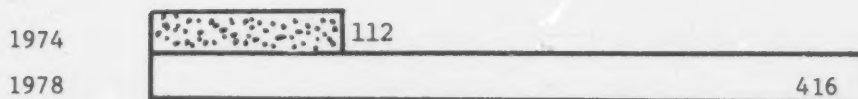


TABLE VI-6

AVERAGE FACULTY SALARY (UNR, UNLV, CCD, DRI) BY RANK

	Professor	Associate Professor	Assistant Professor	Instructor	Lecturer	Average
<u>UNR</u>						
1968-69	15,131	12,047	9,477	7,642	10,120	11,313
1969-70	17,322	13,052	10,552	8,027	13,639	12,637
1970-71	17,630	13,587	10,941	7,970	11,702	13,199
1971-72	18,092	14,082	11,090	8,500	11,843	13,635
1972-73	18,651	14,377	11,392	9,607	12,363	14,147
1973-74	19,469	14,698	12,153	9,482	13,313	15,070
				Projection, 1978-79		26,095
<u>UNLV</u>						
1968-69	13,730	11,640	9,818	8,118	10,565	10,603
1969-70	17,322	13,052	10,552	8,027	13,639	12,070
1970-71	17,044	13,842	11,505	11,189	11,864	13,017
1971-72	18,270	14,663	11,750	9,832	13,371	13,775
1972-73	18,614	15,163	11,952	9,758	13,519	14,235
1973-74	19,382	15,750	12,885	9,299	14,120	14,875
				Projection, 1978-79		26,095
<u>DRI</u>						
1970-71	20,200	13,642	10,954	7,837	---	12,969
1971-72	20,786	14,253	11,349	9,159	---	13,819
1972-73	22,182	13,967	12,310	8,905	---	14,126
1973-74	22,594	14,133	12,909	9,892	9,750	13,748
				Projection, 1978-79*		-----
<u>CCD</u> ⁺						
1970-71						10,494
1971-72						11,339
1972-73						11,496
1973-74						12,265
				Projection, 1978-79		19,145

*DRI faculty positions and salary determined by grants received; thus no accurate projection can be made.

⁺Community College faculty are unranked.

TABLE VI-7

NUMBER OF SUPPORT POSITIONS (UNR, UNLV, CCD, DRI) BY FTE*

	Classified	Graduate Assistant	Wages	Technical
<u>UNR</u>				
1968-69	264	36	44	47
1969-70	292	46	47	57
1970-71	293	46	48	54
1971-72	279	38	40	55
1972-73	335	41	45	--
1973-74	367	46	42	--
<u>UNLV</u>				
1968-69	92	6	15	16
1969-70	138	19	24	2
1970-71	145	16	24	5
1971-72	186	18	39	9
1972-73	214	22	39	--
1973-74	261	24	46	--
<u>DRI</u>				
1968-69	2	0	0	0
1969-70	4	0	0	0
1970-71	4	0	0	0
1971-72	10	0	0	0
1972-73	7	0	1	--
1973-74	11	0	0	--
<u>CCD</u>				
1968-69	--		--	--
1969-70	1		1	0
1970-71	2		1	1
1971-72	12		3	0
1972-73	17		4	--
1973-74	53		13	--

*State-supported only.

TABLE VI-8

SUPPORT POSITIONS (UNR, UNLV, CCD, DRI) BY SALARY*

	Classified	Graduate Assistant	Wages	Technical
<u>UNR</u>				
1968-69	1,255,422	267,750	171,850	288,548
1969-70	1,906,362	347,650	175,612	401,453
1970-71	1,967,818	351,250	178,595	413,529
1971-72	2,252,180	304,425	162,029	488,754
1972-73	2,819,856	331,950	180,970	---
1973-74	3,091,452	374,925	162,576	---
<u>UNLV</u>				
1968-69	445,862	43,500	53,800	116,670
1969-70	825,579	146,300	87,873	22,517
1970-71	875,817	121,500	88,573	38,031
1971-72	1,268,431	142,000	152,038	89,169
1972-73	1,637,873	164,000	159,173	---
1973-74	2,104,297	204,026	197,974	---
<u>DRI</u>				
1968-69	9,360	0	0	0
1969-70	23,626	0	0	0
1970-71	22,644	0	0	0
1971-72	61,220	0	0	0
1972-73	49,135	0	4,000	---
1973-74	89,795	5,340	1,380	---
<u>CCD</u>				
1968-69	---		---	---
1969-70	5,000		2,700	0
1970-71	10,400		2,700	5,850
1971-72	74,180		9,000	0
1972-73	103,524		13,000	---
1973-74	378,637		58,407	---

* State-supported only.

In 1969 the Board agreed that all proposed degree programs, major programs, and/or options within major programs must be evaluated and approved by the Board of Regents prior to program initiation. This is a three-step process:

- 1) Phase I: basic information presented and Board decides whether or not to authorize additional work to be done.
- 2) Phase II: detailed information presented and Board either rejects or approves subject to funding.
- 3) Program funded and initiated.

It should be noted that although the 1969 action of the Board of Regents referred only to instructional programs the University Code (1.3.7) provides as follows:

Creation, abolition, or substantial alteration of departments, colleges, laboratories, centers, or similar administrative units shall be approved only after consideration by the unit and the division concerned, according to the division by-laws. Final action shall require approval of the Board of Regents.

The following summary has been compiled from the record of official actions of the Board. To make it possible to relate the University of Nevada to the other colleges and universities in the United States, the terminology of the U. S. Office of Education Higher Education General Information Survey has been used.

TABLE VI-9
UNIVERSITY OF NEVADA SYSTEM CURRENT INSTRUCTIONAL PROGRAMS
BY LEVEL, FIELD, AND CAMPUS

Program	Universities		Community College Division		
	UNR	UNLV	WNOCC	NWCC	CCCC
<u>AGRICULTURE</u>					
Agricultural and Farm Management	B				
	A				
Agricultural and Resource Economics	B,M				
Agricultural Education	O				
Agricultural Journalism	O				
Agricultural Mechanics	A,O				
Animal Science	B,M				
Crops and Soils	O				
Farm and Ranch Management	A				
Farm Mechanics					A,C
Forestry	O				
Game Management	O				

Key: A - Associate
B - Baccalaureate
C - Certificate
M - Master's
O - Option
S - 6th Year Specialist Degree
P - Doctor of Philosophy

TABLE VI-9 (Continued)

Program	Universities		Community College Division		
	UNR	UNLV	WVCC	NVCC	COCC
Industrial Mechanics	B				
Livestock Management				A, C	
Parks and Turf Management	A				
Pest Control	O, M				
Plant, Soil and/or Water Science	B, M				
Preveterinary Science	O				
Range Management	O				
Recreation Area Management	O				
Renewable Natural Resources	B, M				
Watershed Management	O				
Wildland Conservation	O				
<u>BIOLOGICAL SCIENCES</u>					
Biochemistry	M, P				
Biology	B, M, P	B, M			
Botany	B, M	B			
Zoology	B, M	B, M			
<u>BUSINESS</u>					
Accounting	B, M	B, M			A

TABLE VI-9 (Continued)

Program	Universities		Community College Division		
	UNR	UNLV	WNOC	NNOC	CCCC
Business Administration	B,M	B,M			
Data Processing			A		A
Economics	B,M	B,M			
Finance or Banking	B,M				
Hotel Administration		B			A,C
Institutional Management	B				
Insurance	B				
Management	B,M		A	A,C	A
Managerial Sciences	B	B	A		A
Marketing	B,M				
Office Administration	B,C				
Personnel and Industrial Relations	B		A,C	A,C	A,C
Public Relations	B				
Real Estate	B		A	A	A
Retailing			A		A
Secretarial			A,C	A,C	A

TABLE VI-9 (Continued)

Program	Universities		Community College Division		
	UNR	UNLV	WNO	NWCC	CCCC
<u>COMMUNICATIONS</u>					
Advertising	O				
Journalism	B,M				
Newspaper and Other Print Media	O				
Public Relations	O				
Radio and Television	O				
Speech and Drama	B				
Speech and Theatre Arts		M			
Speech Communications/Arts	O	B,M			
Speech Communications or Theatre	M				
Speech Pathology	B				
Theatre Arts and Interpretation	O	B,M			
	E*	B,M,S,E*			
<u>EDUCATION</u>					
Educational Foundations	M				
Elementary Education	B,M,S	B,M			
Health Education	B				
Physical Education	B,M	B,M			

* Cooperative Doctor of Education program between UNR and UNLV Colleges of Education.

TABLE VI-9 (Continued)

Program	Universities		Community College Division			
	UNR	UNLV	WNOC	NNOC	OCCC	
Pre-Kindergarten Education	A					A
Reading	S					
School Administration	M, S	M				
Secondary Education	B, M, S	B, M				
Special Education	B, M, S	B, M				
Student Personnel (Counseling and Guidance)	M, S	B, M				
Vocational Counseling		M				
	P	B				
<u>ENGINEERING</u>						
Chemical Engineering	B					
Civil Engineering	B, M					
Drafting and Design (Highway Technology)				A		
Electrical Engineering	B, M					
Electronics Technology	A			A, C		A
Engineering Design Technology	A					
Engineering Science	B					
Geological Engineering	B, M					
Hydrology and Hydrogeology	M, P					

TABLE VI-9 (Continued)

Program	Universities		Community College Division		
	UNR	UNLV	WNOC	NNOC	COCC
Mechanical Engineering	B,M				
Metallurgical Engineering	B,M				
Mining Engineering	B,M				
<u>FINE ARTS</u>					
Applied Music	O	B			
Art	B	B			
Ensemble Technique		B			
General Music	O				
Graphic Arts			A		A
Music	B,M	B			
Music History and Literature	O	B			
Theory/Composition		B			
<u>FOREIGN LANGUAGES</u>					
French	B,M	B,M			
German	B,M	B,M			
Spanish	B,M	B,M			

TABLE VI-9 (Continued)

Program	Universities		Community College Division		
	UNR	UNLV	WNCC	NNCC	CCCC
HEALTH					
Dental Assistant			C		C
Medical Assistants Program		A			
Medical Records		A			
Medical Science	B				
Medical Secretary (Assistant)			A		
Medical Technology	B				
Mental Health				A, C	
Nursing	B, M	A, B	A, C	C	
Operating Room Technician			C		
Pre-Dental	B				
Pre-Medical	B				
Pre-Pharmacy	B				
Pre-Physical Therapy	B				
Radiologic Technology		A, B	A		
Respiratory Therapy			A, C		
Speech Pathology and Audiology	M				

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TABLE VI-9 (Continued)

Program	Universities		Community College Division		
	UNR	UNLV	WNOC	NNOC	CCCC
<u>HOME ECONOMICS</u>					
Family Relations and Child Development	B		A, C	A, C	A, C
Fashion and Merchandising	B				
Fashion Trades	A				
Food and Nutrition	B				
Home Economics - Business	B				
Home Economics - Communications	B				
Home Economics - Education	B				
Home Economics - Extension	B				
Home Economics - General	M				
Shelter and Environment	B				
<u>LETTERS</u>					
English	B, M, P	B, M			
Liberal Arts	O		A	A	A
M.A. in the teaching of English	M				
Philosophy	B, M	B			
Secondary Teaching	O				

TABLE VI-9 (Continued)

Program	Universities		Community College Division		
	UNR	UNLV	WNCC	NNCC	CCCC
<u>MATHEMATICS</u>	B,M	B,M			
<u>PHYSICAL SCIENCES</u>					
Applied Physics		B			
Atmospheric Physics	M				
Chemistry	B,M,P	B			
Earth Science	B	B			
Geochemistry	M,P				
Geology and/or Related Earth Sciences	B,M,P	B			
Geophysics	B,M,P				
Physics	B,M,P	B,M			
<u>PSYCHOLOGY</u>	B,M,P	B,M			
Social Psychology	B,P				
<u>SOCIAL SCIENCES</u>					
American Civilization	B				
American History and American Government	O				
American History and American Literature	O				
Anthropology	B,M	B,M			
Corrections			A	A,C	A

TABLE VI-9 (Continued)

Program	Universities		Community College Division		
	UNR	UNLV	WNOC	NNOC	CCCC
Criminal Justice	B	B	A	A,C	A
Foreign Affairs	B				
Geography	B	B			
History	B,M,P	B,M			
Pre-Legal Curriculum	B				
Political Science	B,M,P	B,M			
Public Administration		M			
Social Science		B			
Social Services and Corrections	B	B			
Sociology	B,M	B,M			
<u>INTERDISCIPLINARY</u>					
American Studies		B			
Applied Science			A	A	A
Arts and Letters			A	A	A
Arts and Science			A	A	A
General Studies			A	A	A

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TABLE VI-9 (Continued)

Program	Universities		Community College Division		
	UNR	UNLV	WNOC	NMCC	CCCC
<u>OCCUPATIONAL/TRADES/TECHNICAL</u>					
Automotive				A,C	C
Cosmetology			A,C		
Fire Science/Fire Science Management			A		A
Food Service Management					A,C
Occupational Safety and Health Technology					A
Recreation Leadership			A	A	A
Teacher Aide (Library Technology)				A	C

TABLE VI-10

PROPOSED PROGRAMS

	Cost		Source of Funds			
	75-76	76-77	Total Biennium	75-76	76-77	Total Biennium
<u>University of Nevada, Reno</u>						
Nursing, M.S.	\$ 74,870	80,794	155,664	Student Fees	\$ 27,635	55,270
Computer Science, M.S.	76,017	82,010	158,027	State Appropriation	165,349	345,857
Speech Pathology, M.S.	42,097	45,339	87,436			
Total	\$192,984	208,143	401,127	Total	\$192,984	401,127
<u>University of Nevada, Las Vegas</u>						
Architecture & Urban Design, B.S.	\$ 99,430	107,543	206,973	Student Fees (Law School)	\$ 0	62,400
School of Law	451,385	662,310	1,113,695	Caesar's World Gift (Law School)	400,000	450,000
Psychology, M.A.	75,242	81,189	156,431	State Appropriation (Law School)	51,385	601,295
Total	\$626,057	851,042	1,477,099	Student Fees (Other Programs)	8,305	16,610
				State Appropriation (Other Programs)	166,367	346,794
				Total	\$626,057	1,477,099

TABLE VI-10 (Continued)

	Cost		Source of Funds		
	75-76	76-77	Total Biennium	75-76	76-77
<u>Community College Division</u>					
<u>Clark County</u>					
Dental Hygiene	\$59,900	88,283	148,183	Student Fees \$ 9,730	14,590
Total	\$59,900	88,283	148,183	State Appropriation 50,170	73,693
				Total	88,283
					148,183
<u>Western Nevada</u>					
Dental Hygiene	\$59,900	88,283	148,183	Student Fees \$ 9,730	14,590
Total	\$59,900	88,283	148,183	State Appropriation 50,170	73,693
				Total	88,283
					148,183

TABLE VI-11

PROGRAM ADDITIONS AND DELETIONS SINCE 1969

Additions	Deletions
<u>UNR</u>	<u>UNR</u>
Ed.D. in Education*	M.S. in Nuclear Engineering
M.S. in Nursing	A.A. in Agriculture Air Services
M.S. in Speech Pathology & Audiology	M.S. in Agronomy
B.S. in Criminal Justice	B.S. in Game Management
B.S. in Medical Science	A.A. in Secretarial Science
	B.S. in American Civilization
<u>UNLV</u>	<u>UNLV</u>
B.S. in Nursing	A.A. in Fire Science
Ed.D. in Education*	A.A. in Law Enforcement
M.S. in Anthropology	A.A. in Design Technology
M.S. in Sociology	A.A. in Office Administration
B.S. in Law Enforcement	Two-yr. General Studies
B.A. in American Studies	Two-yr. Radiologic Health Technology
	Two-yr. Electronic Technology
<u>CCD</u>	
<u>CCCC</u>	
Assoc./Cert. in Recreation	
<u>WNCC</u>	
Assoc./Cert. in Graphic Arts	
Assoc./Cert. in Recreation	
Assoc. in Respiratory Therapy	

* Cooperative program, with students attending both Universities.

TABLE VI-12
OPERATING BUDGETS
ACTUAL EXPENDITURES

	UNR	UNLV	System	OCD	DRI	Other*	Total
1968-69	8,355,389	3,135,733	236,947		119,943	3,240,359	15,088,371
1969-70	9,227,842	4,966,550	244,807	180,461	205,677	4,872,907	19,444,437
1970-71	10,029,801	4,916,639	242,224	279,528	229,780	4,230,686	19,928,658
1971-72	11,396,205	7,204,395	253,377	950,963	302,932	4,525,695	24,635,567
1972-73	12,942,739	7,276,917	248,063	1,548,220	304,344	4,162,522	26,473,805
1973-74 ⁺	14,199,714	10,138,194	413,664	3,888,732	479,335	4,712,792	33,832,431

*Statewide Unr; Statewide UNLV; Cooperative Extension Service; Agricultural Experiment Station; System Computer Center; University Press; National Defense Student Loans.

⁺Budgeted amount; NOT actual expenditures.

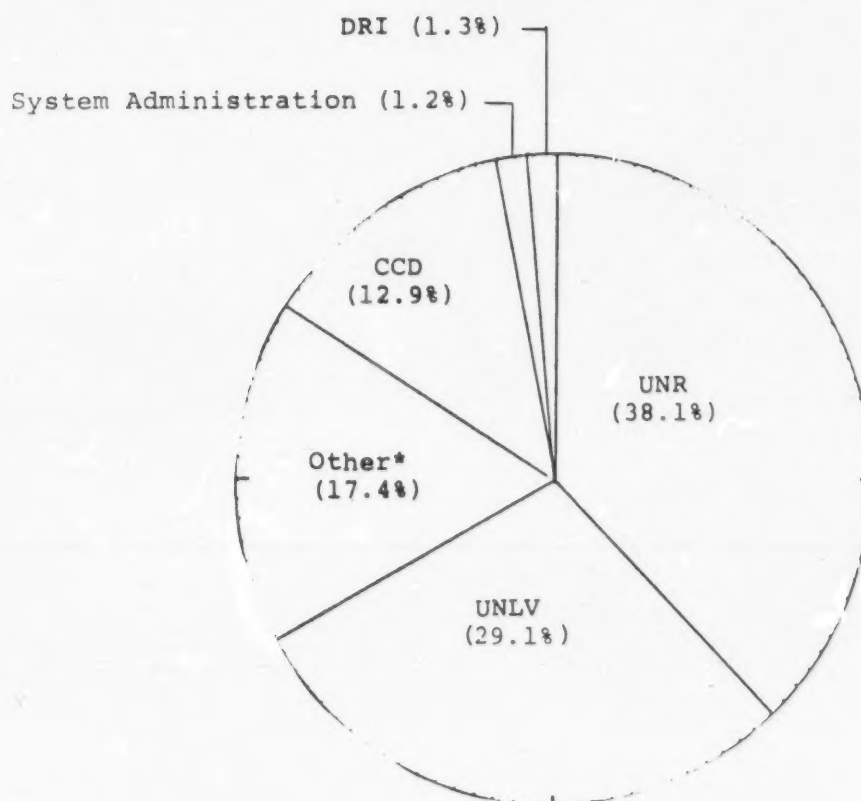
TABLE VI-13

**ALLOCATION OF STATE REVENUE
1973-1975 BIENNIUM**

	Amount	Per Cent
UNR	\$27,735,496	38.1
UNLV	21,173,194	29.1
DRI	962,299	1.3
CCD	9,369,704	12.9
System Administration	850,075	1.2
Other*	12,676,123	17.4
Total	\$72,766,891	100.0

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* Statewide UNR; Statewide UNLV; Cooperative Extension Service; Agricultural Experiment Station; System Computer Center; University Press; National Defense Student Loans.

TABLE VI-14
COMPARISON BETWEEN PERMANENT SPACE AND SPACE REQUIREMENTS, 1979-80

University of Nevada, Reno

	Existing or Under Construction in ASF	Recommended* for Demolition in ASF	Funded for Construction in ASF	Total Permanent Facilities in ASF	Leased Space in ASF	Projected Space Needs			Deficit* by 1979 in ASF
						1975 Requirement in ASF	1977 Requirement in ASF	1979 Requirement in ASF	
Classrooms	90,978	9,380	--	81,598	--	68,211	71,459	74,910	--
Class Laboratories	160,950	15,705	--	145,245	2,979	119,336	125,962	132,047	--
Academic Staff & Graduate Student Research & Office	243,968	29,798	--	214,170	1,755	237,775	260,482	278,768	6,598
Organized Research	25,736	1,925	--	23,811	2,912	42,532	45,790	48,572	24,761
Library	86,291	4,039	50,440	132,692	8,802	136,086	142,068	149,545	16,853
Administration & Services	46,214	4,858	--	41,356	37,464	80,811	87,002	92,288	50,932
Student Services (excluding residence halls)	38,946	1,930	26,016	63,016	10,572	34,026	36,632	38,858	--
Other	414,941	8,650	--	406,291	150,533	DNA	DNA	DNA	DNA
Totals	1,108,024	76,285	76,440	1,108,179	215,017				

* Includes Morrill Administration which has been designated to be restored for non-University purposes and excludes recommendation to demolish Agricultural Mechanics Shop.

* In terms of permanent facilities.

TABLE VI-14 (Continued)

	Existing or Under Construction in ASF	Recommended for Demolition in ASF	Funded for Construction in ASF	Total Permanent Facilities in ASF	Leased Space in ASF	Projected Space Needs			Deficit by 1979 in ASF
						1975 Requirement in ASF	1977 Requirement in ASF	1979 Requirement in ASF	
Classrooms	61,550	--	4,250	65,800	--	62,003	69,152	76,519	10,719
Class Laboratories	83,555	--	55,450	139,005	--	80,759	90,070	99,197	--
Academic Staff & Graduate Student Research & Office	91,118	--	8,100	99,218	--	142,676	157,943	176,459	77,241
Organized Research	367	--	--	367	--	28,544	31,716	35,218	34,851
Library	52,436	--	--	52,436	--	92,566	102,569	112,900	60,464
Administration & Services	34,032	--	--	34,032	--	54,232	60,261	66,913	32,881
Student Services (excluding residence halls)	41,366	--	--	41,366	--	22,835	25,373	28,174	--
Other	186,740	--	10,000	196,740	--	DNA	DNA	DNA	DNA
Totals	551,164	--	77,800 ⁺	628,964	--				

*In terms of permanent facilities.

⁺Estimated on basis of planning programs; to be revised upon completion of contract documents.

TABLE VI-14 (Continued)

Community College Division

	Existing or Under Construction in ASF	Space Funded for Construction in ASF	Total Permanent Facilities in ASF	Space Leased in ASF	Total Space Available in ASF	Projected Space Needs			Deficit [†] by 1979 in ASF
						1975 Requirement in ASF	1977 Requirement in ASF	1979 Requirement in ASF	
<u>Clark County Community College</u>									
All Categories of Space	28,586	100,000	128,586	25,697	154,283	320,000	420,000	500,000	371,414
<u>Northern Nevada Community College</u>									
All Categories of Space	37,627	--	37,627	1,707	39,334	22,500	25,500	30,000	--
<u>Western Nevada Community College</u>									
All Categories of Space	24,637	26,475	51,172	327,113	378,285	220,000	260,000	300,000	248,828
Totals	90,910	126,475	217,385	354,517	571,902	562,500	70,500	830,000	620,242

* Requirement in ASF=FTE Students x 100 ASF.

† In terms of permanent facilities.

RESEARCH AND PUBLIC SERVICE PROGRAMS
IN THE UNS

RESEARCH PROGRAMS

Since its emergence in Paris and Bologna in medieval times and throughout its 800-year history, the classical university has had three main functions -- the conservation of old knowledge, the discovery of new knowledge, and the dissemination of both through the instructional process. As a true university, the University of Nevada is fully engaged in the discovery of new knowledge through research. Contrary to the opinions of some, most research reinforces and enriches the instructional program which might be dull pedagogy without it, and makes important contributions to the quality of life for Nevada citizens.

A complete summary of all the basic and applied research going on at the University of Nevada would fill a book. What follows is a series of snapshots to show the diversity of research activities throughout the state in the University's effort to extend the frontiers of knowledge.

Research projects in the University serve to enrich the various communities of interest in the state through an expanded awareness of the state's resources. Whether those resources be human or natural, economic or agricultural, we must understand their qualities and potential in order to promote their more efficient use in the light of today's increasing scarcity of raw materials.

Today's energy- and environment-conscious world has afforded new challenges to researchers throughout the world. Those at the

University of Nevada are responding to the challenge, each in his own unique way.

One of Nevada's great wealths lies in its mineral resources. The Nevada Bureau of Mines and Geology has been charged with investigating and reporting on the geological and mineral resources of our state, in an attempt to discover new mineral resources and to utilize them more efficiently. Current research being completed ranges from basic geologic mapping and laboratory studies to utilization and conservation of nuclear fuels, geothermal power, and water.

Nevada faces many geologic problems; earthquakes, landslides, poor foundation materials, and flash floods are just a few. The Bureau's goal is to provide data to planners and builders who will be developing our state. Other relevant research concerns the geothermal resources of the state for alternate sources of energy.

The Desert Research Institute is another unit of the University working toward a better understanding of Nevada. It has expanded our awareness of the vast desert expanse that lies within our state's boundaries.

The Institute is divided into five research laboratories or centers with laboratory and research facilities located throughout the state. The Laboratory of Atmospheric Physics, the largest research group, is presently conducting studies into the physical process of cloud formation and other atmospheric phenomena, including hail and lightning suppression, weather modification, and investigations of solar energy resources.

Another research arm conducts programs investigating the

quantity and quality of the water resources of the state as well as planning for its efficient use. A major study being conducted deals with the impact of development on the upper Truckee River.

Not all research within the DRI deals with water or clouds. The Western Studies Center is conducting research in behavioral sciences, including archaeology and anthropology. In addition, the Laboratory of Desert Biology has been conducting studies on the life forms peculiar to high altitude deserts and mountain ranges, while the Laboratory of Environmental Patho-Physiology is researching the effects of altitude, heat, and fatigue on the human body as compared with other animal life.

In direct contrast to the natural resources found in the state are the consumers of these resources. The University is analyzing their makeup through the Bureau of Business and Economic Research. For the Nevada businessman or a potential investor the studies of the Bureau are invaluable. Statistical profiles have been completed and are continuously updated with respect to the major population areas. Available statistics include figures on population, climate, property tax structure, total taxable sales, general housing characteristics, gaming taxes and revenues, conventions booked and many others. In addition to the statistical information the Bureau provides, it works closely with government projects and cooperative federal and state programs.

The research being done by the various University groups gives one a picture of how the University is helping Nevadans to understand their environment, but research has many other functions. In relation to developing our state's resources and

building the economy of Nevada, it serves to bring new techniques and methods to industry, trade, and tourism in Nevada.

One example of such research within the University is that conducted by the College of Hotel Administration. Research here has been responsible for the first text on casino management. Other efforts have dealt with consumer protection in relation to hotels and restaurants. This has been a great aid not only to consumers, but also to management.

Rural Nevada has also been touched by the University, for there has been much done for agriculture. Current projects involve work with pesticides, allocation of scarce water, better management of grazing land, increased protection from droughts, improving calving percentage vs weaning weights, and technical assistance in the development of new agricultural enterprises. The list goes on and on, but so does the research, for Nevada ranchers are dependent upon it.

Aside from their usefulness to industry, new developments enrich our lives in other ways. The need for better health care has been recognized by the advent of a new Medical School. Within the University System current research projects and future projects will greatly improve health care directly for Nevadans as well as making valuable contributions for everyone. Ongoing research projects are dealing with cancer, heart and renal diseases, and identification of viruses. The latter project has been responsible for the establishment of a viral identification laboratory. Without such a facility, the identification of viruses requires shipment of specimens to a communicable disease

center in Atlanta, Georgia, a process that requires considerable time.

The field of nursing has been greatly enriched by the University's nursing program. Research in the field of nursing has brought the state a continuing education program for rural nurses, a rural nurse practitioner program, and better teaching methods to produce highly qualified personnel.

The University serves to enrich our lives culturally as well. Research in this area may not be as dramatic as discoveries in mining or possible cures for cancer, but nonetheless it serves to balance our lives and provide us with a more complete life style. The production of a play, the performance of an opera, or the display of art requires hours of study into the works of great artists or the production of original material. The University has originated an opera workshop, producing several one-act operas. A resident ballet company has been formed and an annual music festival has also been initiated. These are just a few of the many cultural activities and events that take place under the aegis of the University.

New knowledge is one of the most valuable by-products of research. Individual faculty members contribute numerous new ideas and approaches to problems, that often provide the last piece of a puzzle to a complex problem. Research throughout the world resembles a mosaic, each piece of knowledge contributing to the finished picture. Here are a few examples: Studies are being done in the area of psychobiology of interaction. Cardiac activity will be measured under different sets of social interaction

to determine any relationship. Another study in the field of medicine deals with the treatment of human lymphocytosis with anti-leukemial drugs to determine chromosomal aberration. This will lead to a better understanding of drug treatment of leukemia.

The Basque Studies Program is a unique one, doing research into the Basque experience in western America. The Basque culture is one about which little is known and new knowledge of its peoples will help us not only to understand the Basque culture, but a very important part of Nevada's heritage.

New knowledge as well as old must be preserved and catalogued for easy access. The library at the University now has access to three data banks via computer terminals -- Medline (for medical information), Eric (education), and Cain (agriculture). There are many other sources of data now available and it is anticipated that we shall be using them during the next four years.

The oral history project employs a research design providing us with a view of events through actors or people actually close to important events. This storage of knowledge provides historians with invaluable first-hand accounts of historical events.

The College of Education sponsors a Research and Educational Planning Center. The Center conducts research and development for state, district, and individual schools and colleges. Among its many projects, the Center is currently conducting a research study and development plan for the Nevada State Drug Abuse Presentation Program. The study is sponsored by the Governor's Office of the State of Nevada.

Research conducted within the field of education designed to upgrade and enrich the instructional process is an integral part of the University. Three main functions in the educational process are achieved through research, the first being an examination of the educational process going on within all units of the University. This function is introspective in nature and serves to re-evaluate the educational programs offered by the University. Development or redesign of new and old programs becomes necessary to meet the new and changing labor market. Responding to new demands, the Nursing College has developed a rural practitioner's program, while in another area the current status of environmental education in the state is being evaluated. Hopefully a basis will be developed upon which to structure environmental curricula for Nevada.

In areas other than new programs, research is conducted into the grading process, requirements for graduation in different fields, and curriculum coordination with precollege education. This type of research is conducted on a day-to-day basis, year in and year out providing a basis for decisions concerning the future outlay for education.

The second function relates to improvement in educational methods. The University is constantly looking into new methods to better educate individuals. The area of Special Education is an excellent example where research has brought new developments into the field. The following are a few examples of the preceding: Development of television tapes for work placement programs with educable mentally retarded; a survey conducted of rural

school districts in Nevada for prevalence of disabled and gifted children; and the use of visual English with preschool deaf children.

The extent of research that has been portrayed is only a very small proportion of a much larger effort. Research can be very dramatic to some and dry and dull to others; yet without it our society, let alone the educational process, would be slow in its progression. A bond of interdependence between the University and the community has been created, with research serving as a catalyst to accommodate the demands of today's industrial society.

The last function is research devoted to reinforcing and enriching the instructional program. Without research into the methods of teaching and course content, the instructional process would suffer and students would never advance with the fast-changing world in which we live.

PUBLIC SERVICE PROGRAMS

The classical definition of a university does not include the notion of public and community service which appears to be a uniquely American contribution to the long development of the University.

The University of Nevada is deeply involved in providing services to the community, but as in the case of research activities at the University, the spectrum of service to the people of Nevada is so broad and deep that the following account can only touch the highlights of the University's service to the public.

The programs of General Extension and Continuing Education provide educational services for individuals to enhance their

skills in order to obtain new employment or advance in present employment. For example, a Management Development program has been created through General University Extension which works closely with the State Personnel Division and different governmental agencies within the state of Nevada. The list of courses offered is quite extensive. Examples include Theories of Public Administration, Effective Letter/Report Writing, Personnel Practices and Equal Employment Opportunity Workshop, Pre-retirement Planning, and Speed Writing. In providing these service courses, the University goes to the area where the expertise is needed. Many of these courses are taught in the state capital where there is a high concentration of government employees.

The Continuing Education program offers courses similar to General Extension, but provides a curriculum that is designed for employee-employer development as well as personal self-enrichment. For individuals interested in career development, courses are offered in real estate, insurance, nursing, marketing and sales, and construction project management. For those who wish to enrich their personal lives, many diverse courses are offered, a few being *Jewish Cuisine and Culture*, *Through the Bamboo Curtain -- A Look at China*, *Gardening in the Nevada Desert*, *Jogging, You and Today's Food*, and many others.

In addition to course offerings by General University Extension and the Continuing Education program, various departments within the University conduct seminars for people in industry, medicine or business. The Medical School has a continuing education program for physicians and allied health professionals. The

Nursing School conducts a continuing education program for rural nurses, while the Athletic Department conducts clinics for area coaches and physical education instructors.

The College of Education provides over fifty in-service courses for teachers, administrators, counselors, and other educational personnel. In addition, numerous workshops are conducted for educational professional personnel at the state, district, and local levels.

These service courses provide an opportunity for individuals who may have completed their formal university education or who have never completed a college degree continually to enrich themselves professionally and socially.

The libraries within the University System serve not only the faculty and students of their own and other units, but also make their resources and services available to all citizens via the statewide library network. Public and school libraries throughout the state have access to the University's collections. The University libraries also serve the public directly. For example, the Mines Library serves not only the Mackay School of Mines and the Nevada Bureau of Mines and Geology, but also the mining industry, the consulting geologist and the individual prospector. The Life and Health Sciences Library acts as a special library for the farmer and rancher and others engaged in agriculture, and also the physician, nurse, and other health professionals throughout Nevada and eastern California.

Public service in the area of industry has brought the business community and the University together as a necessity.

The University not only offers valuable technical advancement in the field, but skills for solving day-to-day problems. In the field of mining, the Bureau of Mines and Geology provides free assaying, mineral identification and metallurgical testing of ores in Nevada. During the fiscal year 1973-74 the total number of assays run were 3,132 (2,001 were gold and silver). In addition to running assays the Bureau provides consulting services to mining companies and prospectors in their search for ores.

The Bureau of Governmental Research provides research and service in the field of public affairs for citizens and government officials in the state. A *Governmental Research Newsletter* published by the Bureau is sent to most elected and major appointed state and local officials in the state, to other research agencies, and to interested citizens. A major thrust of the Bureau is research dealing with public policy. For example, publications over the last few years have reported research in emergency medical services, governmental efforts against poverty, problems of growth, public assistance, and energy policy. Other publications have dealt with elections and electoral behavior, legislative organization, and citizen involvement with government. Recently, the Bureau has been seeking ways to make the research and service capabilities of the University better known to public officials in the state. In addition to collaborating with the Nevada League of Cities in this effort, the Bureau recently hosted a conference in which 75 state and local government officials in Western Nevada discussed their research needs with various University of Nevada, Reno agencies and faculty members.

In the field of agriculture, the Cooperative Extension Service has offered many programs designed to assist Nevada ranchers. Examples range from providing information for the utilization of carcass evaluation in improved beef production to technical assistance in the development of new agricultural enterprises, and includes working with urban and rural youth in 4-H functions and community and family development.

For business information and expertise, Nevada businessmen turn to the Bureau of Business and Economic Research. Frequent requests include those for assistance in evaluating a business for a prospective purchaser, for assistance in determining a good business to start in a particular county, or for information on the influence of specific fringe benefits on employee satisfaction.

The College of Business Administration and the College of Education cooperate jointly with the business community through the Nevada Joint Council on Economic Education, an agency designed to promote understanding of economics, business, and free enterprise. The College also maintains a Chair of Insurance which is supported in large measure by the Nevada Association of Independent Insurance Agents.

A new project added to the 1973-74 school year in cooperation with the College of Business Administration is the Small Business Institute. This program offers management assistance to proprietors of small businesses in local areas. Senior and graduate Business Administration students work in teams under the supervision of faculty members to counsel business persons in areas of

record keeping, accounting procedures, advertising and sales promotion.

Public service is not limited to providing expertise for industry or educational opportunities. Programs designed to examine topics of community concern are very much part of the public service goals of the University. The School of Home Economics presented a week-long seminar concerned with abused and neglected children and their families. Participants in the seminar included academic personnel in home economics, parents, lawmakers, doctors, and the Governor of Nevada. The School in the future will be conducting programs with such topics as *Feeding Your Family, Your Choice*; *The Family and the Economy, a Paradox*; *The Family, a Center for Learning*; and *Dealing with Death*. This is just one set of programs that one discipline is presenting. There are more seminars planned in the various departments of the University, providing the important interchange of useful information between the University and the community.

Individual faculty with the University give of themselves in a high degree of citizenship to promote the welfare of the state of Nevada. They provide their time and expert knowledge in their academic field to participate on various advisory committees such as the Governor's Advisory Committee on Comprehensive Health, the Educational Opportunity Board Advisory, and the Western Interstate Commission for Higher Education, to name just a very few. In addition to serving on several committees, faculty give informative lectures to community groups on a wide variety of subjects.

The community college's very nature is designed to serve the

community, bringing it to the campus and the campus to the community. The college is designed to have considerable flexibility, and as interest and needs of the community are expressed, the college will work to provide services to fill them.

The open door policy means the Community College should have available to the communities being served, within the limitations of physical and fiscal resources, educational opportunities as extensive or as limited as may be needed. For example, the Community College adapted its Fire Science program to include training in dismantling bombs when casinos in the Lake Tahoe area were threatened by many bomb scares.

The colleges also offer a wide range of courses intended for students who do not wish to pursue a career or occupational program. Students may select classes for job upgrading in a variety of vocational or technical skills, leisure time activities or avocational interests. Examples range from courses in business law or drafting to courses in creative crafts and fly-tying.

In conclusion, the University System provides an atmosphere in which not only faculty are involved in public service projects, but student involvement is extremely high. Students go into the community as volunteers in hospitals, as tutors in elementary school and as aids to senior citizens. One very successful program conducted through a student organization is the elderport program. Elderport is designed to help senior citizens to reach places they had difficulty getting to before. Hard to reach doctor appointments, shopping trips or casual visits are now little problem for our senior citizens.

Beside volunteer service work, student energy provides the community with musical productions, plays, art festivals and many other community pleasures.

The University is much like the community around it, with varied interests. Public service of the University serves these areas and draws the community closer to the University in dependence and an important exchange of knowledge.

FINANCIAL REQUIREMENTS AND SOURCES OF SUPPORT

Financing higher education in Nevada must receive close examination in any plan that purports to be comprehensive in its scope. Assuming the desirability of some degree of higher education, a cost will be incurred which must in some way be reconciled to available income. This section presents historical information on the sources of support for higher education in Nevada, as well as attempting to compare estimated costs and income in 1978-79. From this comparison, future differences can be anticipated well in advance and alternative solutions evaluated.

Table VI-15 indicates the sources of support for higher education over the past five years. The importance of each source for the various divisions can be identified. This information is important for understanding the financial situation of the last five years, but more important, it provides a base for comparing costs and income in the future.

Making comparisons four years into the future obviously requires qualifying assumptions and the willingness to accept a degree of imprecision. Based on system enrollment projections for

TABLE VI-15
REVENUE BY SOURCE (UNR, UNLV, CCD, DRI)

	Fees	State Appropriations	Federal Appropriations*	Other [†]
<u>UNR</u>				
1968-69	1,463,156	9,011,972	243,146	337,203
1969-70	2,056,823	9,953,908	206,784	249,353
1970-71	2,270,684	10,704,315	224,207	282,517
1971-72	3,078,646	10,921,646	117,742	394,522
1972-73	2,868,030	12,141,424	28,675	496,377
1973-74	2,974,478	10,579,556	117,000	528,680
<u>UNLV</u>				
1968-69	740,906	2,781,966	40,000	62,195
1969-70	1,030,953	3,709,060	0	114,598
1970-71	1,164,266	4,255,559	24,803	95,043
1971-72	1,589,132	6,079,143	87,480	134,794
1972-73	1,630,242	6,295,613	21,325	145,380
1973-74	1,770,944	8,169,208	152,654	271,183
<u>DRI</u>				
1968-69		N/A		N/A
1969-70		205,817		1,972,002
1970-71		229,780		2,461,881
1971-72		302,932		2,574,201
1972-73		304,344		2,867,830
1973-74		479,335		3,248,264
<u>CCD</u>				
1968-69	---	---	---	---
1969-70	---	---	---	---
1970-71	40,026	214,516	0	131
1971-72	182,829	739,073	58,178	45,535
1972-73	422,816	1,100,935	34,474	117,920
1973-74	498,000	3,390,732	---	---

* Represents Federal appropriations budgeted, not total Federal funds received.

[†]DRI other consists of non-budgeted grants and Federal funds.

1978-79 and the application of the current budget formula, the estimated cost of Nevada higher education in 1978-79 will be \$92,447,555. This figure assumes the continuation into the future of the ratios incorporated in the current budget formula, and represents the *best estimate* of what higher education in Nevada will cost in 1978-79.

The second part of the cost-income question is, will sources of support be sufficient to meet the anticipated cost? Estimates of revenue for each source can be made.

It is presumptuous to anticipate the amount of *State Appropriations* for higher education to be authorized four years in advance. However, the historical data indicate that the Nevada legislature has allocated an average of 18 percent of general fund revenue for this purpose during the last six years. The Bureau of Business and Economic Research of the University of Nevada System estimates Nevada general fund revenue in 1978-79 to be \$245,347,000. Assuming the continuation of the 18 percent allocation to higher education, the State's contribution will be \$44,162,000.

Based on *State Appropriation* projections for 1978-79, fees are estimated to be \$11,235,000. This assumes fees and state appropriations will continue in the same proportion.

Finally, *Federal Appropriations* and *Other* sources of income are difficult to anticipate, but historically they account for a small percentage of total income. This percentage has been determined to be approximately 9 percent of the *State Appropriations* category. Based on this assumption, *Federal Appropriations* and *Other* income will provide \$4,094,000 in 1978-79.

In summary, a comparison of estimated costs and income in 1978-79 is as follows:

1978-79 Estimated Cost and Income of
Higher Education in Nevada

Cost		Income
\$92,447,555	Fees	\$11,235,000
	State Appropriations	\$44,162,000
	Federal Appropriations and Other Sources of Income	\$ 4,094,000
	Total Income	\$59,491,000

From this analysis, it can be seen that there could be a shortfall between cost and income as high as 33 million dollars by the end of the planning period. If the assumptions and projections are reasonably correct, the University planning process must consider the options available to reconcile the gap between income and cost. The obvious alternatives are as follows:

1. *Reduce costs.*

Although the University is doing an efficient job of educating its students in comparison with other states, there is always room for improvement in matching resources with needs in the areas of space, time, faculty, and fiscal utilization. However, it is unlikely that improvements in this option could account for much of the shortfall.

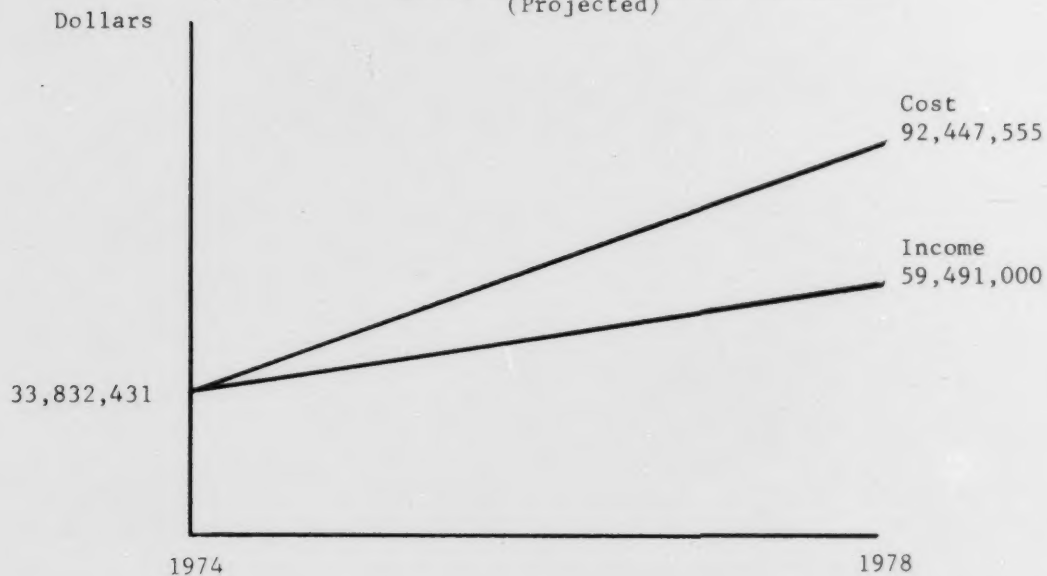
2. *Limit enrollment.*

It would be possible to redress a portion of the imbalance by limiting enrollment through the raising of admission standards. The problem here is determining the degree of state commitment for higher education to its high school graduates. The University

SOURCES OF INCOME
(Projected)



COST AND INCOME OF HIGHER EDUCATION IN NEVADA
(Projected)



must also consider the probability of University academic success for a given level of secondary school achievement and admission.

3. *Increase higher education's share of the general fund.*

Since Nevada has been below the regional average of 24 percent by about 6 percent in recent years, an increase in this factor could account for as much as 60 percent of the gap. However, this would have to be a policy option of state government.

4. *Raise tuition.*

In the past few years, Nevada has been low both regionally (9th out of 11) and nationally (42nd) in the 18 percent of higher education costs paid with student charges. This proportion has decreased to 15 percent during the current biennium and is proposed to decrease to 12.5 percent by the next biennium. A portion of the income-outgo imbalance could be made up by raising tuition. However, if this percentage were raised 10 percent to the regional and national average of 28 percent, this would account for only 16 percent of the gap.

There may be other options which could be exercised to move estimated income and estimated cost closer together. However, it is believed that those listed above are the most important ones.

In summary, one or more of the above actions will have to be considered if we are to continue educating Nevadans at the same levels of quality and quantity as in the past. If Nevada chooses to improve quality to any significant extent, the projected costs will be even higher.

In any event, the University of Nevada System is prepared

to utilize as effectively as possible whatever support is accorded it by the State.

VII. NONPUBLIC POSTSECONDARY EDUCATION IN NEVADA

For a statewide plan to be truly comprehensive, it should include not only the public (tax-supported) institutions but also the nonpublic (private) enterprises which provide postsecondary educational opportunities for Nevada citizens.

To provide a structure for closer planning relationships between the public and nonpublic sectors, in April 1974, Governor O'Callaghan appointed the Nevada Higher Education Commission consisting of the nine members of the Board of Regents augmented by a representative of the vocational-occupational sector and one from the private sector. This action was taken pursuant to Section 1202 of P.L. 92-318 (the Education Amendments of 1972), which encourages the states to establish commissions broadly representative of the postsecondary educational spectrum.

In taking this action, the Governor designated the Office of the Chancellor as the secretariat for the Commission and a member of the Chancellor's staff as the Commission's chief staff officer. The Governor also limited the function of the Commission to . . . *reviewing the state plan for higher education . . . (the present document).* In reviewing the plan, the Commission will be alert to Congressional intent . . . *to expand the scope of . . . planning through comprehensive inventories of, and studies with respect to, all public and private postsecondary educational resources in the state, including the planning necessary for such resources to be better coordinated, improved, expanded, or altered so that all persons within the state who desire, and who can*

benefit from, postsecondary education may have an opportunity to do so

Accordingly, it is anticipated that the Commission will encourage ways in which the two sectors can cooperate by sharing resources and avoiding directly overlapping, duplicative, and competitive programs.

The following schools are those which are currently operating in Nevada and are licensed, approved, accredited, or otherwise recognized in a list published by the State Department of Education. They meet the criteria of the U.S. Office of Education which states that *A postsecondary educational institution is defined as an academic, vocational, technical, home study, business, professional, or other school, college or university, or other organization or person offering educational credentials or offering instruction or educational services (primarily to persons who have completed or terminated their secondary education or who are beyond the age of compulsory school attendance) for attainment of educational, professional, or vocational objectives.*

A.B.C. Beauticians University of Las Vegas
953 E. Sahara Avenue
Las Vegas, Nevada 89105

The A.B.C. Beauticians University of Las Vegas offers a complete cosmetology program. Courses include training as cosmetologist (11 months), manicurist (3.5 months), and cosmetology teacher (6 months). The objective of these courses is for the individual to pass the state exam and become a licensed cosmetologist.

Academy of Hair Design
4445 W. Charleston Blvd.
Las Vegas, Nevada 89102

The Academy of Hair Design offers courses in cosmetology (1800 hours), manicuring (350 hours), and teacher training (1000 hours). The course objective is the preparation for professional license by the State of Nevada to practice each of the above.

Advance Aviation
2772 Rancho Rd., Box D
Las Vegas, Nevada 89106

No information received.

American School of Diamond Cutting
P. O. Box 905
Gardnerville, Nevada 89410

The American School of Diamond Cutting trains young adults to become competent members of the craft. The basic objective is to produce highly skilled craftsmen who are either employable or capable of establishing and operating their own businesses. Three sequential 40-week courses are offered, although the first two are felt to be sufficient for employment.

Automated Systems, Inc. DBA Casino Training Center
2401 E. Searles Avenue
Las Vegas, Nevada 89101

The nature of the courses offered at Casino Training Center is coin-operated device repair and maintenance, with the objective of training individuals to be competent and skilled employees in this field. Particular area of graduate employment in Nevada lies within the gaming industry. The training covers slot machine mechanics, vending machines (electro-mechanical), pinball machines,

arcade (electro-mechanical), jukeboxes and other solid state amusement devices. The length of the course is 8 weeks for each segment.

Aviation Services, Inc.
1880 Gentry Way
Reno, Nevada 89502

Aviation Services, Inc. provides vocational training in the field of U.S. Civil Pilot Training. Objectives of the courses are to attain licensing as a professional pilot in the United States.—Minimum curriculum to meet professional pilot standards is the Commercial and Instrument Pilot Courses currently combined to make up the Professional Pilot's Course. Advanced Professional Pilot Courses include Multi-engine and Air Transport Pilot Courses. Average length of the courses is five months.

Bobby Ayoub's Original Dealer's School
2454 Industrial Road
Las Vegas, Nevada 89102

Bobby Ayoub's Original School for Dealers offers complete courses in Craps, 21, Roulette, and Baccarat. Each course is six weeks in length and costs \$200.00 per game. The purpose of the school is to provide students with the training and education needed to make them qualified dealers.

Carson-Tahoe Aviation
2600 E. North Ormsby Blvd.
Carson City, Nevada 89701

Carson-Tahoe Aviation offers instruction in private, commercial, instrument, multi-engine, flight instructor plus complete ground school training. The educational objective is to produce professional pilots, as a result of the following courses:

Private Pilot (40 hr. flight instruction, 35 hr. ground school); Commercial Pilot (160 hr. flight instruction, 40 hr. ground school); Instrument Pilot (38 hr. flight instruction, 40 hr. ground school); Multi-engine Rating (13 hr. flight instruction, 10 hr. ground school); and Flight Instructor (25 hr. flight instruction, 40 hr. ground school).

Concentrated Employment Program
900 W. Owens
Las Vegas, Nevada 89106

No information received.

Dana McKay Business School
953-9B E. Sahara
Las Vegas, Nevada 89105

No information received.

Denny Walker's Academy of Dealing
2018 Western
Las Vegas, Nevada 89102

No information received.

Education Dynamics Institute
2536 N. Decatur Blvd.
Las Vegas, Nevada 89108

350 Cheney St.
Reno, Nevada 89502

Education Dynaimcs Institute offers two courses: Real Estate Principles and Practices, a ten-week course which gives the graduate all the necessary information for the Nevada Real Estate Salesman's Examination; and Air Conditioning and Refrigeration Service and Repair, a six-month full-time, or nine-month part-time, course which qualifies the student, upon graduation, for placement in the field as a highly trained technician.

El Aero Services
Box 149
Elko, Nevada 89801

No information received.

Fashion Merchandising Institute
1454-56 E. Charleston Blvd.
Las Vegas, Nevada 89104

The Fashion Merchandising Institute of Nevada offers 18 courses designed to be completed in a ten-month period. Upon completion of the courses, the student will have a complete basic knowledge of the entire field of fashion merchandising which will place her (or him) in a position to accept many different positions in various departments of fashion.

H & R Block Co.	
1014 E. Charleston Blvd.	905 S. Wells Avenue
Las Vegas, Nevada 89104	Reno, Nevada 89502

The H & R Block Tuition Tax School offers both a Basic Income Tax Course as well as an Advanced Course. The objective of these courses is to learn to teach the preparation of tax returns, including individual, corporation, federal estate, and gift tax forms. Course lengths are 81 hours (6 hours a week) for the Basic Tax Course, and 60 hours (6 hours a week) for the Advanced Course.

International Schools, Inc.
302 E. Charleston Blvd.
Las Vegas, Nevada 89104

The International Schools, Inc. offers courses in Professional Dealing -- Blackjack, Craps, Roulette, and Baccarat. The educational objective is to produce competent employable casino croupiers. Approximate length of instructional courses varies from 4 to 8 weeks.

J. R. Rapp Dealer's School
200 E. Fremont
Las Vegas, Nevada 89101

The J. R. Rapp Dealer's School offers instruction in craps and 21 dealing. The objective is for students to become crap and 21 dealers upon completion of the approximately six-week-long course.

Las Vegas Beauty College
821 Las Vegas Blvd. South
Las Vegas, Nevada 89101

No information received.

Las Vegas School for Barboys & Cocktail Waitresses
1408 S. 4th St.
Las Vegas, Nevada 89104

No information received.

Las Vegas School of Dealing
207 N. 3rd St.
Las Vegas, Nevada 89101

The Las Vegas School of Dealing offers training in 21, Craps, Baccarat, Keno Writing, and Keno Running. The length of training varies from 2 to 8 weeks. The educational objective is employment in the gaming industry.

Marinello Schools of Beauty
116 N. Third St.
Las Vegas, Nevada 89101

Marinello Schools of Beauty are nationally accredited by the Cosmetology Accrediting Commission and offer courses in Cosmetology (1800 hours), Manicuring (350 hours), and Teacher Training (1000 hours). The goal of each course is state certification and employment.

Nevada Aviation Services
2772 Rancho Rd., Box C
Las Vegas, Nevada 89106

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Nevada Aviation Services offers Flight Training and associated Ground Training for the various Pilot Certificates and Ratings for Aircraft and Helicopter. Student objectives range from pleasure and private business flying to the several certificates and ratings required by professional pilots. The approximate 250 hours of Flight Training necessary to obtain all the certificates and ratings offered in most cases are obtained on a part-time basis. Therefore, the amount of calendar time required to complete the program varies.

Nevada Gaming Schools, Inc.
3135 Industrial Road
Las Vegas, Nevada 89109

Nevada Gaming Schools Inc. offers training in the Repair and Maintenance of Coin Operated Machines. The educational objective of the approximate 16-week course is to obtain employment in casinos or amusement arcades.

Nevada School of Dealing
226 Ogden
Las Vegas, Nevada 89101

No information received.

Northern Nevada Business Institute
777 West Second Street
Reno, Nevada 89502

The Northern Nevada Business Institute is a nonprofit Vocational School. Training concentrates on areas where employability is high such as paramedical, secretarial, and in the hotel-casino field. Instruction includes coordinated programs with extensive

on-the-job observation. The average length of the program is three months.

Northern Nevada Real Estate School
1301 Cordone
Reno, Nevada 89502

No information received.

P.I.C. Dog Grooming School, Inc.
2390 W. Spring Mountain Rd.
Las Vegas, Nevada 89102

The P.I.C. Dog Grooming School seeks to elevate the standards of the dog grooming profession, while helping to fill the need for trained personnel for veterinarians, pet shops, kennels and grooming shops. The course includes training in bathing, brushing, and grooming, and lasts approximately two to three months (minimum of 400 hours).

Ponce College of Beauty
102 East Second St.
Reno, Nevada 89502

The Ponce College of Beauty Reno offers a program leading to a career in Cosmetology, Manicuring and Cosmetology Instructor. Students may also work towards a Certificate of Achievement from the Western Nevada Community College, directed towards an Associate of Arts Degree in Applied Science. The course of instruction for Cosmetology is 1800 hours, 350 hours for Manicuring and 1000 hours for Instructor (instructor's course requires a Nevada Cosmetology license).

Poodle Grooming School
1800 So. Main St.
Las Vegas, Nevada 89105

The Poodle Grooming School presents a professional All Breed

Dog Grooming Course according to the Professional Standard as set by the National Dog Groomers Association of America, Inc. The approximate length of the instructional course is 6 months.

Prater Way College of Beauty
1627 Prater Way
Sparks, Nevada 89431

The Prater Way College of Beauty and Electrololysis offers courses in all phases of Cosmetology. The Cosmetology enrollment plan covers 1800 hours of instruction, the Manicuring course 350 hours, and the Electrolysis course 1000 hours. Providing each student with a marketable skill upon completion of the prescribed course is the key responsibility assumed by the director and staff of the school.

Professionals Academy
810 E. Sahara
Las Vegas, Nevada 89105

No information received.

Real Estate School of Nevada
1788 E. Charleston Blvd.
Las Vegas, Nevada 89104

The Real Estate School of Nevada offers instructional courses in Real Estate Principles, Real Estate Law, and Graduate Seminars. Courses satisfy license requirements for real estate broker and real estate salesman applicants. Seminars are conducted for advanced study in particular areas. The length of each course is 14 weeks.

Reno Junior College of Business
Wells and Wonder
Reno, Nevada 89502

The Reno Junior College of Business is a privately owned

coeducational college specializing in business and law careers. Courses vary from six-week refresher training to 12 to 18 month Associate degree programs. Educational programs include Legal Administration, Court Reporting, Business Administration, Office Administration, and Hotel Administration.

Reno's Executive Air
Reno International Airport
Reno, Nevada 89502

Reno's Executive Air, Inc. offers pilot training courses, leading to a private pilot, commercial pilot, instrument pilot, flight instructor and airline pilot rating. The length of each course varies from 25 hours to 160 hours. Each rating except the private requires previous experience.

Sierra Nevada College
P. O. Box 4269
Incline Village, Nevada 89450

Sierra Nevada College is a four-year college offering degrees in Environmental Sciences, Creative Arts, Recreation and also Humanities. Sierra Nevada is a small college and it intends to remain small to insure the development of each student's abilities. The educational program emphasizes training in selected fields of interest.

Strip Dealer's School, Inc.
2401 Las Vegas Blvd. South
Las Vegas, Nevada 89105

The Strip Dealer's School offers courses in Blackjack, Craps, Roulette, and Baccarat, with the objective of becoming a professional dealer. Courses range in time from 6 to 8 weeks on the basis of 2 to 6 hours daily, 5 days a week.

Universal Training Service
496 Keno Lane
Las Vegas, Nevada 89102

Universal Training Service, Inc., is the parent corporation of eight vocational schools preparing students for the opportunity to be successful in Heavy Construction, Diesel Construction Mechanics, Motorcycle Engine Repair, Welding, Truck Driving, Insurance Adjusting, Motel Management, and Airlines Personnel Management. All courses consist of preparatory lessons to be completed by the student at his own instructional pace followed by resident training. Course lengths vary from 40 to 60 preparatory lessons with from 2 to 5 weeks of resident training.

Yeager Refrigeration School
2008 S. Highland Drive
Las Vegas, Nevada 89102

Yeager Refrigeration School offers a 24-week intensive training course in Refrigeration - Air Conditioning Servicing. The student builds his own projects in refrigeration and electrical systems and is taught to troubleshoot them and make them work perfectly. The course is taught in 4 units: 1) Basic Electricity & Power Distribution Systems; 2) Motors & Compressors; 3) Freon Systems; 4) Automatic Controls & Control Systems. The educational objective is to impart knowledge of maintenance as it applies to air conditioning, refrigeration, heating and electrical systems and to instruct the techniques and mechanical skills required in a manner that will enable a graduate to function at his highest level of capability.

APPENDIX A

TABLE A-1

UNIVERSITY OF NEVADA, RENO DEGREES CONFERRED

	Associate (Total Only)	Baccalaureate	Master's	Doctorate
1968-69				
Arts & Science		295	33	9
Agriculture		33	12	
Home Economics		14	5	
Business Administration		122	8	
Engineering		58	5	
Mines		24	6	3
Education		135	63	
Nursing		30		
Medical Science		1		
Total	43	712	132	12
1969-70				
Arts & Science		313	40	11
Agriculture		22	10	
Home Economics		11	5	
Business Administration		121	5	
Engineering		45	9	
Mines		22	4	
Education		132	70	
Nursing		26		
Medical Science		1		
Total	64	693	143	11
1970-71				
Arts & Science		307	30	15
Agriculture		38	17	
Home Economics		10	5	
Business Administration		140	8	
Engineering		55	9	
Mines		28	11	4
Education		160	69	
Nursing		33		
Medical Science		23		
Total	74	794	149	19
1971-72				
Arts & Science		294	47	18
Agriculture		60	26	
Home Economics		12	5	
Business Administration		167	22	
Engineering		52	5	
Mines		25	13	3
Education		200	78	
Nursing		26		
Medical Science		37		
Total	67	873	196	21

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TABLE A-1 (Continued)

	Associate (Total Only)	Baccalaureate	Master's	Doctorate
1972-73				
Arts & Science		323	33	19
Agriculture		58	17	
Home Economics		7	9	
Business Administration		139	18	
Engineering		53	13	1
Mines		29	14	4
Education		201	65	
Nursing		33		
Medical Science		50		
Total	56	893	169	24
1973-74				
Arts & Science		285	49	9
Agriculture		62	19	
Home Economics		19	3	
Business Administration		141	15	
Engineering		58	6	
Mines		30	14	2
Education		184	81	
Nursing		39		
Medical Science		40		
Total	61	858	187	11

TABLE A-2

UNIVERSITY OF NEVADA, RENO LIBRARY HOLDINGS

Year	Total Volumes
1970-71	386,077
1971-72	413,075
1972-73	434,859
1973-74	465,752

TABLE A-3

UNIVERSITY OF NEVADA, RENO TOTAL GRANTS

Year	Amount
1968	\$1,187,109
1969	1,186,170
1970	1,978,073
1971	1,008,936
1972	609,456
1973	608,998

APPENDIX B

TABLE B-1

UNIVERSITY OF NEVADA, LAS VEGAS DEGREES CONFERRED

	Associate (Total Only)	Baccalaureate	Master's
1968-69			
Mathematics & Science		21	3
Business		52	15
Hotel Administration		10	
Education		69	26
Humanities		16	2
Fine Arts		6	
Social Sciences		42	1
Total	24	216	47
1969-70			
Mathematics & Science		25	4
Business		72	18
Hotel Administration		23	
Education		74	46
Humanities		36	5
Fine Arts		30	4
Social Sciences		42	2
Total	81	302	79
1970-71			
Mathematics & Science		61	5
Business		97	35
Hotel Administration		62	
Education		99	67
Humanities		39	4
Fine Arts		20	3
Social Sciences		83	5
Total	67	461	119
1971-72			
Mathematics & Science		41	2
Business		114	22
Hotel Administration		50	
Education		105	67
Humanities		38	10
Fine Arts		16	
Social Sciences		103	6
Total	70	467	107

TABLE B-1 (Continued)

	Associate (Total Only)	Baccalaureate	Master's
1972-73			
Mathematics & Science		50	4
Business		96	23
Hotel Administration		63	
Education		115	106
Humanities		38	8
Fine Arts		24	1
Social Sciences		<u>99</u>	<u>13</u>
Total	73	485	155
1973-74			
Mathematics & Science		57	8
Business		88	23
Hotel Administration		67	
Education		120	216
Humanities		81	22
Fine Arts		28	
Social Sciences		<u>87</u>	<u>8</u>
Total	98	528	277

TABLE B-2

UNIVERSITY OF NEVADA, LAS VEGAS LIBRARY HOLDINGS

Year	Total Volumes
1970-71	193,341
1971-72	225,000
1972-73	237,000
1973-74	245,342

TABLE B-3

UNIVERSITY OF NEVADA, LAS VEGAS TOTAL GRANTS

Year	Amount
1968	\$ 62,500
1969	78,203
1970	616,820
1971	276,902
1972	708,445
1973	499,326

APPENDIX C

TABLE C-1

COMMUNITY COLLEGE DIVISION DEGREES CONFERRED

	Associate in Applied Science	Associate in Arts	Associate in General Studies
<u>CCCC</u>			
1972-73			
Business	13		
Industrial	3		
Public Service	5		
Liberal Arts		7	
General Studies			4
1973-74			
Business	25		
Industrial	1		
Public Service	29		
Liberal Arts		44	
<u>NNCC</u>			
1969-70			
Science & Engineering	1		
Business	5		
Public Service	1		
1970-71			
Science & Engineering	1		
Business	4		
Public Service	1		
Industrial	4		
1971-72			
Science & Engineering	5		
Business	3		
Public Service	5		
Agriculture	1		
1972-73			
Business	7		
Public Service	4		
Industrial	3		
Agriculture	3		
Liberal Arts		14	

TABLE C-1 (Continued)

	Associate in Applied Science	Associate in Arts	Associate in General Studies
<u>WNCC</u> (Continued)			
1973-74			
Science & Engineering	2		
Business	2		
Public Service	3		
Industrial	3		
Agriculture	2		
Liberal Arts		8	
<u>WNCC</u>			
1971-72			
Business	6		
Health	23		
1972-73			
Business	9		
Health	7		
Public Service	11		
Liberal Arts		6	
General Studies			1
1973-74			
Business	15		
Industrial	1		
Health	23		
Public Service	21		
Liberal Arts		19	

TABLE C-2
COMMUNITY COLLEGE DIVISION LIBRARY HOLDINGS

Year	Total Volumes
1971-72	17,000
1972-73	20,800
1973-74	25,700

APPENDIX D

TABLE D-1
DESERT RESEARCH INSTITUTE TOTAL GRANTS

Year	Amount
1969-70	\$2,230,872
1970-71	2,329,413
1971-72	2,458,756
1972-73	2,826,711
1973-74	2,877,223

APPENDIX E

ENROLLMENT PROJECTION METHODOLOGY

The following outlines the method used to generate the projection of annual net FTE students included in this document for the two Universities.

1) *High School Graduates.* The number of high school graduates from each county is projected by applying the historical progression rates for each grade in the public schools to the most recent enrollment figures available.

2) *Headcount Freshman Enrollment.* The historical relationship between the size of the high school graduating classes from each county and the number of those graduates which attend each of the Universities in the following year is applied to the projected number of high school graduates. The result of this computation is then divided by the historical ratio of the size of the total freshman class to the number of the previous year's Nevada high school graduates included in the class to produce the projected number of headcount freshman.

3) *Headcount Undergraduate Enrollment.* The historical progression rates for each of the four undergraduate classes is applied to the number of projected freshmen to produce the projected number of headcount undergraduates.

4) *Headcount Two-year Enrollment.* A straight line projection is made, using the actual enrollment of the past four years as a basis.

5) *Headcount Graduate Enrollment.* A straight line projection is made using the actual enrollment of the past 12 years as a basis.

6) *Fall FTE Gross Enrollment.* The headcount projections which result from the foregoing are multiplied by the historical relationships between headcount and FTE enrollments by level of instruction to produce the projected FTE gross enrollment for the fall semester.

7) *Annual FTE Enrollment.* The fall FTE gross enrollment is multiplied by the relationships between that enrollment and the annual net FTE enrollment which existed in the 1973-74 fiscal year.

The projection shown for the Community College Division is based on the experience gained in the four years that the Division has been in existence and upon nationwide community college enrollment data and trends.

1. California Coordinating Council for Higher Education. Staff paper, 1971.
2. Desert Research Institute. *Annual Report*, 1973-74.
3. *A Fact Book on Higher Education*. Issue No. 3, 1973. Washington: American Council on Education, 1973.
4. Halstead, D. Kent. *Statewide Planning in Higher Education*. Washington: U. S. Government Printing Office, 1974.
5. "How the States Support Colleges," *The Chronicle of Higher Education*, IX, No. 5 (October 21, 1974).
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8. United States Office of Education. *Higher Education General Information Survey*, 1968-75.
9. University of California, Berkeley, Center for Research and Development in Higher Education. "Fact-File: Higher Education's Share of State Appropriations," *The Chronicle of Higher Education*, VIII, No. 31 (May 6, 1974).
10. University of Nevada System. *Biennial Budget Request*, 1975-77.

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